

Hambleton Primary School Subject Position Statement – Overview

Subject : Geography

Leader: Adrienne Blower

Curriculum Intentions & Impact: To equip our children with a broad range of knowledge, skills & qualities to become successful and responsible learners, ready for the next stage of their education. We achieve these through developing learning values across all aspects of a curriculum that is cohesive, progressive & relevant.

In Geography this means that pupils will be able to develop an investigative approach to geographical enquiry. They will learn about the physical and human geography aspects of the places they study over the time at primary school. They will develop their understanding of direction and location and apply this skill to drawing and using maps. They will develop their knowledge and skills in scale/distance, perspective and be able to confidently identify significant places and environments. Children will leave Hambleton knowing about the Geography of their local area and how it fits into a wider, broader global context. They will understand how humans impact and are impacted by physical geography.

Pupil Outcomes: Pupil outcomes will be monitored through:

- Planning scrutiny - check for coverage against long-term overview. Planning should show progress within Geography and build on previous years learning. Check progression against Progression of Skills document.
- Evidence Monitoring - check for consistency of work against planning. Check that skills learnt are evidenced in the work produced.
- Pupil conferencing – Do children feel they are progressing with their Geography skills and is it engaging? Are they able to verbalise their learning and what skills/knowledge they have gained from their learning?
- Observations of Geography lessons – are the children taught key objectives? How is the progression between lessons?

Coverage: Analysis of long & medium term planning demonstrated that all aspects of the National Curriculum were being met. This has meant the adjusting of the schools plans to meet the challenges of a constantly evolving class structure. By the end of Year 6 learners will have studied all periods of geography as set out in the National Curriculum and will have developed the requisite subject skills. Learners will have had the opportunity to apply these in the context of the schools values, including being resourceful and reflective.

Sequencing & Progression:

Children in KS1 will begin by looking at their local area and school. As they progress through KS1 they will learn more about the different areas of the UK. They will finish their time in KS1 by comparing their local area to a contrasting area: New York. Within each unit, they will build on previous knowledge of physical and human geographical features and further develop their subject specific vocabulary. KS2 will expand their knowledge further afield and cover physical geographical process. They will learn about how humans interact with their environment and how the physical environment impacts how humans live. They will finish by learning about the impact of geography on economic activity – again linking in the human and physical features of places studied.

Areas of Development (Success Criteria & Evidence):

- The subject has precise intentions and end-points. There is no mismatch between the planned and delivered Geography curriculum.
- Curriculum mapping ensures sufficient coverage across the subject over time.
- The model of curriculum progression is evidenced in children’s work across the school and in mixed-aged classes.
- Outcomes in books demonstrate the schools intentions are being met and pupils are acquiring the key knowledge & skills ready for secondary school.

Quality of implementation:

Key Next Steps:

INSET Training to devise a curriculum overview for Geography

Map out KS2 vocabulary progression

Staff Training on Geography Progression Document.

Monitor books and planning to ensure progression

Carry out pupil conferencing