



National Curriculum Aims

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

National Curriculum Purpose

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Intent

At Pinner Park Primary School, we aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people.

Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes.

We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography at Pinner Park is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. At Pinner Park Primary School, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain ‘real-life’ experiences.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out, we use Knowledge Organisers to ensure that pupils are aware of what they are expected to know by the end of teaching, and, most importantly, retain the knowledge in their long term memory. A knowledge organiser can make it

Impact

The impact and measure of this is to ensure that children at Pinner Park Primary School are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Children will be able to recall information from learning about the world and will also be able to use a range of geographical enquiry skills to answer geographical questions.

classroom, but also with the use of fieldwork and educational visits.

much clearer for everyone exactly what is being taught. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Knowledge

Children will understand about key facts, concepts and principles relating to both physical and human Geography. For example rivers, mountains, volcanoes, earthquake and relate these facts and concepts to the impact on the UK geography as well as Europe and further afield. In geography, children will develop their disciplinary knowledge throughout school through map skills, awareness of particular physical and human features, knowledge of location and place. They will then be able to process and make human and physical links understanding the subject as a whole.

Enquiry

Children will be able to enquire and use their knowledge to find out about the UK and other countries around the world and learn about how places adapt to certain physical challenges for example seasonal changes, earthquakes and volcanoes. Children will also use their knowledge of the local area around Pinner Park Primary School to compare and contrast to other cultures and physical environments.

Creativity

Children will link their geographical knowledge and focus with other subjects for example in a presentation of another culture, an information sheet about volcanoes or within a local field trip. This can also promote thoughts about their own British values. Children will also have the opportunity to explore the traditions and culture of other countries through art. An example of this is painting Japanese landscapes in art. Children have the opportunity to create a visual representation of a geographical concept, for example making actual erupting volcanoes in design and technology.

Assessment

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills.

At Pinner Park Primary School, learning starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age related way of obtaining the children's prior knowledge.

Units of work are then personalised to the children. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher.

At Pinner Park Primary School we are trialling approaches to assessing children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered.

Children will keep a record of their learning in Geography in their books. They may also have photographs of geographical fieldwork activities which have supported their learning.