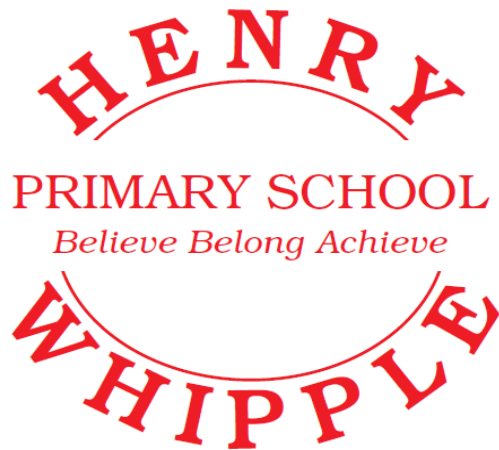
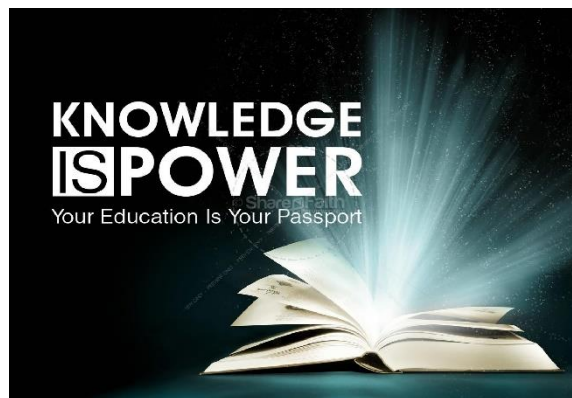


Henry Whipple Primary School



Geography



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Intent / Implementation / Impact

Subject area statement

INTENT: (vision)

At Henry Whipple...

- ❖ Our mission is to ensure that children think like Geographers. To do this we teach our lessons explicitly through 6 lenses - young people's lives, the physical world, human environments, scale. place and space and interdependence. All children develop an active interest in geography and enjoy geography based tasks such as using maps and identifying human and physical geography features, gain a secure foundation of geographical knowledge, understanding and skills, develop the ability and confidence to apply their geographical knowledge and skills to everyday life and all other areas of the curriculum, and gain knowledge and understanding of the human and physical processes that interact to form our world and understand the effects of their actions on the environment.
- ❖ We aim to foster children's love of learning and encourage them to understand the wider world in line with this, and for children to be inspired by the world they live in and understand the impact of the changes the planet undergoes, which link to other curriculum areas such as PSHE + Science.
- ❖ We know our Teaching and learning Cognitive Science pedagogy within our universal provision effectively supports children with PP/EAL and SEND. Children with EAL and SEND are also supported through additional and adaptive teaching techniques where appropriate.

IMPLEMENTATION: (how)

Our curriculum vision is translated into practice by...

- ❖ Teaching Geography as a discrete subject but making connections between other subjects where appropriate. This ensures that children are immersed in the topic and specialist vocabulary, developing their enquiry skills and making learning purposeful and relevant to them.
- ❖ Teaching Geography concepts through 6 key lenses.
- ❖ Learning about geography through practical first-hand experiences where-ever possible, and with the use of secondary sources, such as books, atlases, globes, photographs and videos, visitors in school.
- ❖ The main focus of geography teaching is to enable pupils to broaden their knowledge and understanding of physical and human processes in the world around them. They begin to use digital mapping systems and develop their map reading skills, until they can use 6 figure grid references. As much as possible, teaching is through hands-on, outdoor experiences and begins to use a wider range of secondary sources, such as diagrams and graphs. Children have increasing opportunities to collect and interpret geographical data.
- ❖ Widening knowledge to give the children a foundation to make more sustainable choices. Teaching encourages children to be enthusiastic and excited about their new geography learning.
- ❖ Resources for each unit are kept by class teachers for use by their year group. Classrooms have globes and world maps, and the school has a collection of atlases for use across school. Each class has a good supply of topic books to support children's individual research.
- ❖ A digital mapping programme called 'Digimaps' enhances our curriculum throughout the school.
- ❖ Children all receive a copy of a knowledge organiser for the area of learning for the half term and they are able to access all intended teaching areas for the knowledge area from this, both in the classroom and at home. This is also displayed on the 'Knowledge' learning wall
- ❖ Classrooms have individual knowledge walls which display all relevant information for the topic for the half term, which children are able to refer to in lessons and use resources from to further develop their understanding. On the knowledge walls, key vocabulary is prominently displayed to ensure key questions and themes are accessible by all children.
- ❖ Utilising Learning Away and Enrichment Opportunities so that children can gain real-world contextualised knowledge of the subject area. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment

prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Maps and compasses are taken on Learning Away to allow children to use the full range of resources.

- ❖ Using graphic organisers to help present knowledge in different ways, such as grouping ideas, comparing and contrasting, summarising information and showing knowledge and where children have gained understanding from.
- ❖ Creating purposeful and meaningful links between the knowledge learnt and the outcome of work. Children are able to use enrichment opportunities, such as learning away and visitors to school, to enable them to create writing about real-life experiences they have then held. The nature of geography means it is closely linked to science and connections can often be made between the two. We use computing links to look at maps and areas online as an additional resource to support the understanding of geographic changes. Children also access a wide range of high-quality texts, both fiction and non-fiction, linked to their current topic within reading.

IMPACT

We know our curriculum works for our pupils through...

- ❖ Tracking of progress against core year group expectations: with the expectation that all pupils achieve expected standards in Geography.
- ❖ They also complete a pre and post learning quiz on the topic, which allows quantifiable percentage scores to be produced.
- ❖ Pipil Voice and book looks – this tells us about the knowledge learnt and retained by our children and their approach to their Geography Learning. It allows us to explore the connections they have made to their prior learning and other areas of the curriculum.

HISTORY TEACHING AT HENRY WHIPPLE:



Our over-arching philosophy that underpins our teaching approach at Henry Whipple across all subjects is: 'Knowledge is Power' Our history provision aims to give children a true understanding about the past and how things have changed over time, linking to modern day.	Big ideas Children need to understand different places and use specific vocabulary that ensures a depth of learning throughout the whole school. Children learn about social change, similarities and differences, invaders and their cultures, famous figures and events, and ancient civilisations. Children learn about these in depth to ensure greater understanding and mastery	Content and sequencing Children are given knowledge organisers at the beginning of every new unit of learning to ensure they have access to all information they may require. They learn the different aspects in accordance to chronological events as far as is possible. Knowledge is built upon over the years. Social Change in Britain: Stone to Iron Age (Y3), Tudor England (Y3), WWI (Y6), WWII (Y6) Continuity and Change: Toys (Y1), Houses and Homes (Y2), Civil War and Industrial Revolution (Y5), Crime and Punishment (Y5) Invaders and Culture: Roman Culture (Y4), Anglo-Saxons (Y4), Vikings (Y4) Ancient Civilisations: Egypt (Y4), Shang Dynasty (Y5), Maya (Y6) Greece (Y6) Famous Figures/Events: Florence Nightingale (Y1), Great Fire of London (Y1), Neil Armstrong and Tim Peake (Y2), Columbus & Scott of the Antarctic (Y2), War of the Roses (Y3), London and the Monarchy (Y6) Local learning: War of the Roses (Y4), Crime and Punishment (Y5)
Cross-Curricular Links Work across subjects is linked wherever possible. History is linked closely wherever possible through other learning, such as reading and writing. We select appropriate texts carefully to highlight the key knowledge about select topics that showcase subject specific vocabulary.	Vocabulary Precise vocabulary that builds pupils' understanding is carefully selected so that pupils can access learning content that is subject specific and relevant for accurate learning of the subject. Vocabulary is modelled and applied within meaningful contexts so that pupils retain and use it in their learning and spoken language. Children learn to apply this within context to discuss and write about the given subject.	Knowledge retrieval Pupils revisit key concepts and important lesson content through regular quizzing so that learning is embedded within long-term memory. Low-stakes quizzing is used to assess gaps in understanding and to inform sequences of learning so all pupils achieve in wider curriculum areas. A multiple-choice end of unit assessment is completed and a percentage score taken for the topic. Enrichment Half-termly enrichments provide a learning hook for all classes (including Learning Away opportunities) so that a context is provided to pupils for their learning. Learning Away may include a visit out of school or a specialist visit within school.