

THE FLITCH GREEN

ACADEMY

Learning for Life

Geography Subject Statement

Geography Lead: Sam Smith

“What is Geography? ... a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant... Geography is a subject which holds the key to our future.”

Michael Palin

Intent

At Flitch Green Academy we aim to create the very best geographers. We aim to inspire our pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. By challenging students to think, act and speak like those working in the field would.

We teach content in its totality and constantly vary topics between human and physical geography to provide a varied and balanced appreciation of the ideas, skills and topics in this discipline. We do this by quality first teaching which ensures students understand geographical principles and can apply them in a variety of familiar and unfamiliar contexts from around the world. Our children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

By working alongside an inquiry and knowledge engaged curriculum we believe that both are vital and underpin, therefore enabling the learner to apply their knowledge but also enquire as to why this may or may not have occurred as both are entwined. As an Academy, we define the powerful knowledge our students need and help them recall it by regularly revisiting previous concepts and topics covered before adding another layer to their growing knowledge further allowing the children to make links to further embed their learning.

The curriculum provides opportunities for collaborative working as well as independent learning. Students are explicitly taught skill, knowledge and the vocabulary needed to effectively recall, explain and understand geographical issues in the past, present and future. This enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

Geography is a key cornerstone when trying to explain the many environmental issues that are changing the world in which these students live and how to make sense of these effects. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

As our pupils progress through our school and increase their Geographical skills, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. Our curriculum helps to provoke and provide answers to questions about the natural and human aspects of the world.

We want our children to be confident, knowing more and remembering more by gaining confidence when applying their knowledge to the practical experiences, through local fieldwork studies and in our wider community in Little Dunmow and Essex which has a wealth of both geographical and historical features. As their skills further develop our intent is that all our pupils gain knowledge, understanding and can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Key knowledge and skills of each blocked topic are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Teachers are empowered to plan lessons for their class using our progression of bespoke knowledge and skills document. Teachers can use these documents to plan their geography lessons suitable to their class's interests. As we believe that high quality teaching responds to the needs of the children inspired by the questions they have about the world that they live in.

School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality. As it is by living and breathing like a geographer, they will begin to act like one. Geography at Fritch Green Academy provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extended pieces.

Existing knowledge is checked at the beginning of each topic, as part of the KWL strategy (What I know, What I would like to Know and What I have Learned). This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Then at the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary. With our creative curriculum there are opportunities for cross curricular outcomes/experience outcomes linked to geography.

Our geography provision is well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning, this includes atlas' and Digimaps. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice, this fits nicely with the aspect of Forest school that every child has access to twice during the academic year. As it is important that children develop the skills of a geographer by fully immersing them in all areas of the subject.

We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

Throughout the quality first teaching, is the subject aim to equip our pupils with knowledge about diverse places, people, resources and natural and human environments together with a greater understanding of the Earth's key physical and human processes and to encourage the children to show their **respect** for their local, national and international environment.

Impact

What will this look like?

By the time children leave Fritch Green Academy they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary. Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Outcomes in experience books, are evidence of a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, this is appropriate to key stage; locational knowledge, place knowledge and human and physical geography. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.