

Church Hill School Geography Curriculum Implementation

Wellbeing

We believe fostering positive mental health and wellbeing is the foundation for all learning and growth. Our curriculum, including the 'hidden curriculum' of school culture, supports all pupils to develop a positive self-image and equips them with the knowledge and skills they need to look after their mental and physical health.

Respectful

Friendly

Determined

Kind

Courageous

Tolerant

Planning

Teaching

Assessment

**Review and
Development**

**Inclusion and
diversity**

**Cultural Capital
and Partnership**

We teach Geography through an enquiry-based approach.

Pupils will be taught in blocks throughout the year, so that they can achieve depth in their learning.

The curriculum has been devised by the subject leader with support from a specialist consultant.

Pupils will build upon geographical knowledge and skills progressively and systematically.

Planning includes opportunities to revisit existing knowledge and skills at the beginning of each topic and to assess new knowledge and skills at the end.

We use skilful questioning to promote deeper thinking, and to scaffold children's thinking building towards answering the key enquiry question.

We encourage children's own questions to further their knowledge and understanding.

We teach vocabulary progressively and the vocabulary that children are expected to be able to understand and use is set out for each unit.

We use high quality visual and real life resources rather than generic or low quality images.

We tailor our teaching to different learning styles and make sure that there are opportunities for playful, active and creative learning.

We assess children's prior knowledge before beginning the teaching of each new Geography unit to ensure that lessons are ambitious and supportive for all children.

We have clear agreed end of unit expectations and make use of our knowledge and skills organisers to determine whether pupils are working at the expected standard, or at greater depth within the expected standard.

The Geography Subject Leader completes the following activities to ensure that Geography is implemented in line with our agreed approach and that pupils are achieving well in this subject:

- Book Looks
- Subject Leader surgeries
- Staff training
- Share planning
- Learning walks and lesson observations.

The Geography Subject Leader attends Geography network meetings for Barnet subject leaders and specialist training as available to ensure they are expert and up to date with knowledge of best practice.

Whilst understanding that many links can be made between Geography and other subjects, for children with SEND we do not allow a barrier to literacy to be a barrier to Geography. Children are given the opportunity to capture and record their learning in different, flexible and creative ways in order that all children have a chance to demonstrate their full understanding effectively.

Teachers have positive relationships with their pupils and their families and know about the diversity represented in their class. This is used to inform planning and ensures that all children are appropriately challenged and fully engaged.

Geographical understanding, as well as children's moral, social, economic and cultural development, is further supported through specific drives. These include our whole school project *Journey* held during refugee week, forest school and taking part in National Fieldwork Week.

We provide the children with a wealth of firsthand experiences to foster a sense of awe and wonder including regular participation in trips and workshops.

We place a strong emphasis on the importance of partnership with parents, carers and our local community and value their input and involvement in the teaching of Geography.