Geography at Monken Hadley

Curriculum Intent

At Monken Hadley, the study of geography involves our pupils exploring the relationship and interactions between people and the environments in which they live. Many of the pupils who currently attend Monken Hadley will live to see the next century and inhabit a world of approximately 11 billion people. The range of opportunities and challenges that will arise during their lifetime will be very much about geography at personal, national and global scales. Questioning is at the heart of our Curiosity Curriculum and we want our children to be able to question their impact on the world and how the world impacts them.

Geography lessons at Monken Hadley generate a curiosity and fascination about the world that we hope will remain with each child for the rest of their lives. Our pupils learn about diverse places, people, resources, environments, with a deepening understanding of the Earth's key physical and human processes and of the formation of landscapes and environments over time.

All geography lessons are linked to a project and provide children with an enquiry-led approach to their learning, leading them to develop their own questions to investigate. We aim to experience geography first-hand by getting outside, visiting various geographical sites or bringing geography to the classroom through interactive tools. Fieldwork is a key part of our geography lessons with fieldwork opportunities taking place both around and beyond Monken Hadley.

Curriculum Implementation

At Monken Hadley, we implement an 'enquiry-led, skills based' approach to learning and teaching in geography which develops our pupils as young, knowledgeable geographers.

Through enquiry, our pupils build subject knowledge and understanding and become increasingly adept at critical thinking using specialised vocabulary and subject concepts. Our Curiosity Curriculum is 'knowledge rich' and we recognise that if we attempt to teach geographical topics, places, themes and issues in their entirety we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. Learning activities are varied including the use of maps at different scales, geographical puzzles, photographs and drama. Similarly, we provide varied and differentiated ways for pupils to record the outcomes of their work. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next.

Our learning and teaching also recognises the importance of fieldwork with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of

geographical information gathered outside of the classroom. Residential trips in Key Stage 2 include fieldwork elements to give children hands-on opportunities and memorable experiences.

Curriculum Impact

Each geography lesson has a clear objective and set outcomes for pupils. Lessons are differentiated to ensure that all children are challenged. We ensure that when assessing pupils, evidence is drawn from a wide range of sources to inform the process, including interaction with pupils during discussions and related questioning, day-to-day observations, practical activities such as artwork, role play and communication of information and writing responses. Outcomes are used to build an emerging picture of what a pupil knows, understands and can do.

At the end of each academic year, we make a summative judgement about the achievement of each pupil. At this point teachers decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms. This allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for geography at the end of the year is used as the basis of reporting progress to parents.