

GEOGRAPHY AT WOODHALL PRIMARY SCHOOL

Intent: Geography lessons at Woodhall inspire in pupils a curiosity and fascination about the world and its people that we hope will remain with each child for the rest of their lives. Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Our pupils learn about diverse places, people, resources and environments, with a deepening understanding of the Earth's key physical and human processes and of the formation of landscapes and environments over time. The geography curriculum at Woodhall 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. 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; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our curriculum is guided by the national curriculum and by the subject skills ladders that we have produced. These show the progression of geographical skills that the children at Woodhall will learn and develop throughout their time here.

Implementation: Our geography curriculum is guided by the idea that if you explore something yourself it will ignite your interest, therefore we try to take a trip whenever we can, even it is simply a local walk. We also try to use as many resources and activities to bring geography alive in the classroom, such as creating rivers, volcanoes, reading and listening to the experiences of being in a volcanic eruption. Short local walks can help to give children a deeper understanding of the local environment. Cross curricular links

We have become a member of the geographical association that helps to guide with our lesson planning and resources as well as CPD.

In our geography we use role play to engage the children and help them engage with the learning e.g. by become an early settler in America or Shackleton, this provides a really memorable learning opportunity. Actively engaging the children in activities such as treasure hunts or map making builds their sense of direction in a practical way that leads to more impactful learning opportunities. Linking with different subjects throughout school, for example maths, measure and time, English, speaking and listening activities, writing vivid descriptions of different locations and climates around the world, Computing, directions and positional language, PSHE, understanding peoples similarities and differences and embracing different cultures, R.E., learning about the religions around the world. Going beyond the immediate locality we learn about contrasting environments in Europe and the wider world, learning to name and locate the different continents and countries within them.

As a school we celebrate and learn about global events such as World Food Day and Water Week to increase our children's understanding of other countries and the issues that they face. By taking part in, we form meaningful relationships linking us to the world beyond South Oxhey, beyond Hertfordshire and beyond the UK. These relationships provide a rich, and real, context to learning about national and global issues. A lot of children at Woodhall have very limited exposure to different cultures and experiences from different parts around the world. We have therefore

developed a relationship with East Ayr State School in Queensland, Australia and we are looking to form further partnerships with other schools around the world.

Impact:

The impact of our curriculum is evidenced in the books and we also gain a valuable insight into history within Woodhall through the use of pupil voice, book scrutiny and learning walks around the school learning environment.

Children respond to feedback marking in books, which is targeted to subject specific skills identified from the subject skills ladder, and review their learning at the end of each topic, comparing what they knew at the beginning of the topic.

Children are engaged and enthused by the geographical learning throughout school due to the varied resources used, e.g. local maps, computers, atlas's, models and videos, as well as roleplaying activities.

Geography gives pupils a very good understanding of the ways in which places are interdependent and interconnected. Pupils are given opportunities to carry out increasingly complex geographical enquiry, apply questioning skills and use effective analytical and presentational techniques in a wide range of contexts.