

Geography at Northill CE Academy

‘The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.’

Barack Obama

We aim to expand geographical vocabulary, increase our children’s knowledge and curiosity of the wider world and promote high aspirations. We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in. As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our aim is that our children go on to apply these skills across all subjects.

Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about, for example, deforestation or renewable energy. We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

Our Geography curriculum utilises Hamilton Trust, Plan Bee and school created planning which ensures that National Curriculum objectives are met and that there is clear progression throughout the school. Geography is taught as part of our two-year cycle for each age phase to accommodate our mixed age classes. At times, we take the opportunity to create links between subjects to help solidify the learning taking place. Teachers use questioning, and provide opportunities for discussion and investigation to support the development of vocabulary, which is explicitly taught and modelled by teachers in every lesson. Key geographical knowledge and language (such as, the name and location of continents, countries, capital cities and oceans) is revisited frequently, to make learning memorable, relevant and easy to retrieve. Where appropriate, we support learning with trips to inspire our children and widen their cultural experiences. Teachers are also encouraged to use a range of resources such as videos, photographs and newspaper articles during lessons to help create immersive learning experiences. We aim to teach geography through as much fieldwork as possible, making use of our school grounds and our local area.

In EYFS, children are supported to make sense of the world around them through having multiple opportunities to explore their physical world, local community and beyond. These experiences will be a mixture of ‘first hand’ (visits, visitors, exploring the school grounds) and ‘imaginary’ (role play, construction, story), but will fundamentally be practical in nature and involve an enriching vocabulary. Three ELGs ‘Past and Present’, ‘People, Culture and Communities’ and ‘The Natural World’ all have a geographical/historical focus.