

Geography at Hawley

Intent

Whilst being taught geography at Hawley, pupils will receive **real experiences** through exciting and helpful trips in the local area. By engaging with Camden and exciting areas of London, the pupils have opportunities to use and build upon their geographical knowledge and skills gained in the classroom. This can range from developing their locational knowledge and using geographical vocabulary to describe what they are witnessing to using compass and map reading skills to ensure they do not get lost. We feel that it is also very important for the pupils to have access to a wide number of museums and educational facilities to further their learning and opportunities too. With technology continuing to improve, the pupils have access to new opportunities to engage even further, and provide them with the chance to explore the topic even further. This links geography with many of our other subjects, such as history and science, where

Through discovering Camden and our own **local community**, the pupils are able to compare and contrast their homes with other towns, cities and biomes, building upon geographical skills of observing similarities and differences.

Although not always initially associated with geography, **creativity** is taught through this subject at Hawley with superb passion. During lessons and cross curricular topics, the pupils have a wide range of opportunities to embrace the fascinations and curiosities they have built about the world around them. The children have lessons taught where they are expressive and imaginative when investigating and discovering a diverse range of human and physical geography, using critical thinking and problem solving skills too.

Ensuring that the topics and themes chosen for our geography maintain **relevance** in the modern world has been the utmost priority. With a future where the children will face continuing climate change, an ever growing and expanding London and international events that will be in the news, it is integral that the pupils understand how this can affect them and what they can do to help. Finally, understanding the possible renewable sources of energy that they can use, both today and in the future, will help to build a keen interest in the world and environment around them.

Implementation

Whilst planning and teaching at Hawley, we follow the national curriculum. Our carefully planned topics provide the pupils with opportunities to build on their knowledge and geographical skills to ensure they remain focussed and enjoy discovering the world and people around them.

- **At Hawley, every child is entitled to meaningful opportunities and real experiences.** To ensure that this is included in our curriculum and teaching, the school follows a thematic approach that includes teaching geographical skills and knowledge in a number of subjects, as well as explicitly in geography. This is continued through school trips outside of the classroom, guests coming to Hawley

and running workshops online, all of which aim to further develop children's geographical understanding.

- By covering a wide range of subjects and topics across the year groups, pupils are able to regularly build upon their geographical skills. This can be through focussing on their compass and map reading skills, increasing the quality of their geographical knowledge/vocabulary, use of fieldwork and observational skills and also comparing how human and physical geography has changed across time.
- Teachers and students routinely refer to prior knowledge built on in earlier years. By reflecting on previous work and skills, the children begin each topic and lesson with confidence and the knowledge that they are able to understand what is being taught.
- Throughout our geography teaching, we also focus on developing the Hawley Habits of curiosity, imagination, self-discipline, resilience and collaboration.
- In the curriculum plan, the vocabulary to be covered within a topic is made explicit.
- The geography lead supports teachers and monitors standards.

Impact

We carefully monitor how well children are learning, observing whether knowledge is embedded and used.

Teachers routinely assess children's understanding of the topic, as well as the pupils' own attitudes to their learning.

At the beginning of a new geography topic, teachers investigate children's prior knowledge and skills and make links to previous learning explicit, ensuring that they plan according to the needs of the children in their class. The teachers also use current events to enhance their teaching so that, when possible, pupils are able to refer to modern day geographical examples.

We constantly review our curriculum through regular subject reviews to ensure sequential layered knowledge acquisition, to check that pupil outcomes are of a high quality and to make sure that their learning is relevant and inspiring.