

Ormiston Cliff Park Primary Academy
Academy Self Evaluation 2025
Geography
Mr T Edwards
Quality of Education
<p>Intent</p> <p>At Ormiston Cliff Park Primary Academy, we aim, through the teaching of Geography, to prepare each student for the next phase of their education and foster within them a broad, balanced and coherent view of the complex world in which they live.</p> <p>Geography at Cliff Park is underpinned by our belief that learning is shaped by the acquisition of substantive knowledge, disciplinary knowledge and subject-specific vocabulary. They will ascend into high school ready to think as geographers and possess strong cultural capital which will accompany them throughout their lives. All pupils will leave our academy having developed a sound understanding of the world in which they live and will continue to live in.</p> <p>The skills (disciplinary knowledge) taught in our academy will be developed over the whole course of a child's time with us, enabling our students to develop their understanding of the graphic, practical, field-based and academic aspects of the subject.</p> <p>Units have been carefully selected and sequenced to inspire and satisfy the innate curiosity of our pupils, whilst also delivering in full the aims of our National Curriculum.</p> <p>It is our aim that all children who leave our academy will:</p> <p>Possess contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p> <p>And be competent in the geographical skills needed to:</p> <p>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p>
<p>Implementation</p> <p>Our lessons will be centred around the pillars of substantive knowledge, vocabulary, and disciplinary</p>

knowledge (skills).

Weekly systematically planned and sequenced geography lessons (every other term) aim to facilitate the accumulation of relevant subject specific knowledge. Ambitious vocabulary is introduced to the children every lesson and is built on as time progresses.

Substantive knowledge or concepts are revisited regularly as children move through the school, in ever increasing depth. Taking the concept of space (how we as humans have divided the world politically) as an example, in Year 1, children are introduced to the concept of a country, in Year 3, they learn about regions within countries and in Year 4 they look at counties and local authorities. Year 6 children think about international political regions comprised of countries from multiple continents.

Specific geographical skills are built upon progressively as our children move through each year and each topic, we call this disciplinary knowledge. As an example, children work with compasses in different ways as they move through the school. Children in Year 1 may work with the four main bearings of North, East, South and West, whereas children in Year 5 will use azimuth bearings and children in Year 6 will use a 16-point compass.

Children are encouraged to make clear links both within and across topics. They understand the relevance that a topic has within their lives and how their lives are affected by it.

The knowledge gained by our children is regularly revisited and presented to them in a way which gives them the best possible opportunity to transfer it from their short-term memories into their long-term memories. This often takes the form of low stakes testing in starters and plenaries.

Lessons foster deeper thinking within our pupils through higher order questioning; they provide students with regular opportunities for challenge. Teachers have high expectations that all pupils strive to regularly access and complete such challenges.

High levels of subject knowledge within all staff ensure that pupils' understanding can be checked systematically. Children have regular opportunities to revisit key information from past weeks and months. Routine informal assessment opportunities are provided and utilised by staff who will respond and identify misconceptions at source.

Opportunities for enrichment within our geography curriculum are taken wherever possible. It is our belief that children can develop their cultural capital through enjoyment and experience, we encourage learning outside of the classroom.

At the beginning of each geography topic, children are issued with a knowledge organiser comprising of a variety of topic-specific information. The document lists important people, key facts, vocabulary, disciplinary knowledge (skills) and substantive knowledge (concepts).

Impact

Geography at Cliff Park leaves children with established cultural capital; they have a solid understanding of the world around them and will be able to understand their place within it.

Outcomes in humanities books evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge, vocabulary and skills.

Specific topics are linked to recurring disciplinary knowledge (skills) and substantive knowledge

(concepts). Children can build upon what they have learned in previous years regardless of the topic being studied. They see how all topics are linked together and share areas of similarity as well as clear differences. Children's experiences at Cliff Park will equip them with the prerequisite skills required to be successful in the subject in future years.

Teachers regularly assess students against both the content and skills taught (in the form of informal quizzes and end of topic tests) to track progress.

Above all it is our hope and expectation that they enjoy the subject.