

Geography Intent

What Geography looks like in our school:

- ▷ Throughout the school, our geography topics and teaching provide rich opportunities for children to be inspired to develop a love of geography
- ▷ We ensure topics provide opportunities for enjoyment and exploration, and incorporate environmental links wherever possible, to deliver excellence
- ▷ We want our children to have a knowledge of their place within the world, with an understanding of the variety of cultures that shape our global society
- ▷ Children work alone, with partners and in groups to develop key geographical skills focusing on locational knowledge, geographical skills and fieldwork, place knowledge, and human and physical geography. See our Geography Curriculum Progressions Grids and our Knowledge maps for this broken down by area and year group
- ▷ Knowledge and skills progression across year groups ensures that children know more and remember more as they progress through our school

By the end of Year R pupils will:

- ▷ Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

By the end of KS1 pupils will:

- ▷ Have knowledge of the world, the United Kingdom and their locality.
- ▷ Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- ▷ Understand geographical similarities and differences through the study of human and physical geography
- ▷ Understand basic subject-specific vocabulary relating to human and physical geography

By the end of KS2 pupils will:

- ▷ Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
- ▷ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork
- ▷ Interpret a range of sources of geographical information, including

maps, diagrams, globes, aerial photographs and Geographical information systems

- ▷ Communicate geographical information in a variety of ways, including maps, numerical and quantitative skills and writing at length
- ▷ develop 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
- ▷ 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

Geography Implementation

How Geography is taught:

- ▶ Geography is taught in a variety of ways across our school to maximise pupil learning and cross curricular links wherever possible. We allow teachers the flexibility to block or spread lessons as they choose, this works out to approximately 1 hour of geography teaching per week for every year group
- ▶ We aim for our lessons to be as practical and engaging as possible
- ▶ Curriculum Progression Grids and Knowledge maps are used by each year group to plan lesson and series of lessons. This ensures full coverage of our curriculum over the academic year
- ▶ By the time children leave our school they will have developed a broad range of geographical understanding, using all of the skills and knowledge set out by the national curriculum
- ▶ Cross curricular writing in Geography will be completed in English books, while any graphs or data are recorded in Maths books.

Adults roles:

- ▶ Plan lessons based on the Curriculum Progression Grids and Knowledge maps for their year groups
- ▶ Create a learning environment that stimulates children's interest in the area studied, using maps, globes, photographs, observation and other geographical tools such as weather and mapping data.
- ▶ Plan visits and trips, where possible, to inspire children's imaginations and connections to their learning
- ▶ Biannual review of our geography curriculum by the co-ordinator to include: lesson observations, work scrutiny, staff and pupil interviews
- ▶ Opportunities for stakeholders to come into the classroom to share in the learning of geography with pupils. Open door tours are a key way we do this each term

How we support pupils and ensure they can access the curriculum:

- ▶ Teachers use our assessment grids before they start a new topic to identify pupils previous competence in the subject / area, for those pupils requiring support the assessment grids will give a clear indication of the areas in which they had not previously met the expected standard and this will allow their current class teacher to provide appropriate support
- ▶ Work maybe differentiated to allow children to meet the learning objective. This could take the form of additional adult support, the use of resources, peer support or the differentiation of the work to be completed
- ▶ We use live teacher-assessment and self-assessment to quickly identify those who may need more help in specific areas
- ▶ For pupils with specific SEN or EAL needs a variety of approaches maybe used including: pre-teaching of specific vocabulary, seating

children alongside role-models, providing visual practical prompts, adult support and adaptation of activities to ensure engagement

How we provide challenge:

- ▶ Teachers use our assessment grids before they start a new topic to identify pupils previous competence in the subject / area, for those pupils exceeding the expected level the assessment grids will give a clear indication of the areas they exceeded the expected standard and this will allow their current class teacher to provide challenge
- ▶ Work maybe differentiated to allow children to go beyond the year group's objective. This could take the form of additional independent work, the use of resources, peer mentoring or the differentiation of the work to be completed
- ▶ We use live teacher-assessment and self-assessment to quickly identify those who may need more challenge in a specific areas

Geography Impact

This is what you might see:

- ▷ Pupils develop knowledge and skills across the curriculum
- ▷ The development of knowledge and skills they need for the next stage in education
- ▷ Pupils work across the curriculum is of good quality
- ▷ A recap of learning from previous year groups
- ▷ A 'hook' to inspire and capture the children's imagination
- ▷ Engaged learners
- ▷ Children posing questions for research
- ▷ Children focusing on a range of geographical locations. Recognising the differences between man-made and natural features within the landscape
- ▷ Children developing their map work including understanding the purpose of the map key
- ▷ Children sharing their learning with others
- ▷ Trips or visitors coming into school to provide children with an insight into a particular place or feature

This is how we know our pupils are doing well:

- ▷ Lessons are planned using our Curriculum Progressions Grids and our Knowledge maps
- ▷ Teachers assess progress using our Assessment Grids recording who has achieved each key area, those who have exceeded it and those who are working towards it. For those exceeding the objective and those (20%) working below the expected level evidence will be provided to support the teacher judgement by class teachers
- ▷ Feedback from teachers and peers
- ▷ Geography books will record the key learning for each child through the use of photographs, pieces of class work and explanation of lessons / learning strategies undertaken
- ▷ Subject leaders monitor the coverage and progression of pupils within their subject on a biannual basis

Impact of our teaching:

- ▷ Children who enjoy geography
- ▷ Inquisitive learners
- ▷ Reflective learners
- ▷ Children who are able to demonstrate a variety of geographical skills
- ▷ Children who are prepared to share what they have learned in a variety of ways
- ▷ Children who are able to gain an insight into the world in which they live.