



Geography

Intent:

Our intent, when teaching Geography, is to inspire in children a curiosity and fascination about the world and people within it, to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with gaining deep understanding of the Earth's key physical and human processes. We also want children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.

Implementation:

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background and ability, to flourish and to achieve their very best.

We teach the National Curriculum, which is supported by a comprehensive progression document for staff. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Geography is taught discretely, every other half-term. Teaching Geography discretely ensures that the subject does not lose its identity.

The local area is fully utilised to achieve desired outcomes, with many planned opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their immediate locality.

Our Geography curriculum is designed so that children start with 'themselves' and their immediate surroundings and the local area before working out to the UK and the rest of the world.

- In Year 1, children focus on the Geography of the school grounds together with the countries that make up the UK. In Year 2, children progress to learning about the local area and about the seven continents.
- In Year 3, children build upon knowledge gained at Key Stage 1, focusing on the continent of Europe, and the UK, in greater detail.
- In Year 4, continue to expand upon their knowledge of the UK by investigating human and physical features.
- In Upper Key Stage 2, children then learn about other continents including North and South America.

- Units focusing on either human or physical features are carefully sequenced so that learning builds upon, or is connected to, learning that has taken place in the previous unit or year group.
- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous units, as well as previous lessons.
- Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion.
- Children are given **knowledge organisers** at the start of each topic which details some key information and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and are used as a reference document.
- Effective CPD materials, including 'subject knowledge guides' are available to ensure high levels of confidence and knowledge are maintained.
- To support teaching, staff are provided with schemes of work, created by Geography specialists at a neighbouring secondary school.
- Effective use of educational visits and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum.
- Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed.
- Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it.
- Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Geography curriculum.
- Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.
- Small groups of students are selected at the beginning of each lesson to taking part in a pre-teaching activity. This ensures that no child is left behind.

EYFS:

The Early Years Foundation Stage Curriculum supports children's understanding of geography, people and communities through the planning and teaching of 'Understanding the World'. Children learn about features of their own environment such as school, home, community and their city through first-hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. Children enjoy the valuable experiences gained from our regular trips to places within their local community such as the library, park and local shops. Children are given time to discuss, comment and ask questions about what they observe about the world around them and are encouraged to be active learners and explore their interests further.

Impact:

By the time pupils leave Sacred Heart Primary School, they will:

- Have an excellent knowledge of where places are and what they are like.
 - Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
 - Have an extensive base of geographical knowledge and vocabulary.
 - Be fluent in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
 - Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.
 - Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
 - Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
 - Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
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- Teachers assess knowledge using a variety of strategies. They use these methods during every lesson and set a creative assessment task at the end of each unit for pupils.
 - Teachers input data for each unit of work into our curriculum tracker.
 - Children can monitor and assess their own progress and knowledge using a Learning Journey, that is provided at the beginning of each unit.
 - Pupils are interviewed about their learning (pupil voice).

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Subject Leader: Mrs D. Harris