

GEOGRAPHY

The study of geography supports our pupils to build on their knowledge and understanding of the world through geographical concepts, key vocabulary and fieldwork opportunities. As a school, we recognise that engaging children and young people in investigating questions about place and human and physical geography, helps them to better understand the world in which they live and prepares them for the future as more informed citizens. Engaging our pupils with a relevant, exciting and challenging geography curriculum, which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century, is essential since it helps to:

- stimulate pupils' interest in their surroundings and in the rich variety of human and physical conditions on the earth's surface;
- foster pupils' sense of awe and wonder at the beauty of the world surrounding them;
- help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance pupils' sense of responsibility for the care of the earth and its people and secure their commitment to promoting and living sustainable lifestyles;
- develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using an increasingly sophisticated range of technology to communicate with and explore a variety of people, places and environments across the world;
- help pupils explore values and attitudes about complex issues such as sustainability and sustainable development and develop a positive outlook and disposition;
- enable pupils to study the above across a range of places, cultures and environments and at a variety of scales, from local to global;
- foster a sense of understanding about how all peoples and communities around the world are interconnected and interdependent with each other and the ecosystems of which they are an integral part and upon which we all depend;
- help build our pupil's **cultural capital** through, in addition to providing the essential knowledge and understanding they need to be successful, enhancing their experiences and interactions with the 'awe and wonder' of the world especially through regular fieldwork in contrasting environments.

INTENT	IMPLEMENTATION	IMPACT
<p>We have planned a curriculum in geography, EYFS – Year 6 which is:</p> <ul style="list-style-type: none"> • Aspirational in terms of instilling in our pupils a desire to achieve the highest levels of success. We do this through providing pupils with the appropriate opportunities to build their substantive and disciplinary knowledge, master and apply subject concepts, skills and techniques and acquire the specialist language and technical terms to communicate their understanding effectively. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives and end points of learning detailed in the medium term plans (MTPs) of each enquiry, which define what the pupils will know, understand and be able to do; it is a 'knowledge rich' curriculum • Coherent, relevant and broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and are commensurate with the scope and ambition of the national curriculum. • Sequenced to ensure that pupils can build on prior knowledge and understanding as they tackle more complex and demanding enquiries. • Progressive and more challenging from EYFS through to Year 6, both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the disciplinary thinking skills we support them to master and apply to ensure they understand the significance of that knowledge. • Continuity with the provision for geography established in the EYFS and in particular that which addresses the knowledge and skills' expectations of the <i>Understanding the World</i> area of learning; • Inclusive in terms of delivering the same curriculum to all of our pupils and differentiating provision where necessary through, for example, class support, providing different learning environments, alternative learning activities and assessment outcomes. <p>We enable our children to experience regular, high quality fieldwork opportunities and geographical sites in our local area (e.g. study of Cheltenham within the Cotswolds) as well as further afield (e.g. 'At the Seaside') and to use a range of resources, e.g. Ordnance Survey maps, atlases, compasses etc. We enrich our geography curriculum with additional 'whole school' approaches, e.g. forest school, '50 Things to do Before I Leave Dunally' and use of the school grounds including the vegetable garden and school pond.</p> <p>Our curriculum provision ensures that pupils encounter a diverse range of places around the world in line with National Curriculum objectives. These include the</p>	<p>Geography is taught according to the planned overview following the national curriculum requirements and EYFS educational programmes.</p> <p>All units of work are planned by the subject leads in Y1-6 and detail the:</p> <ul style="list-style-type: none"> • substantive and disciplinary knowledge and understanding, conceptual understanding and the use of specialised vocabulary and technical terms. • learning in geography through 'big question' led enquiries which are both in-depth and focused and which also enable pupils to develop their awareness of their place in the world. <p>Through enquiry, our learning and teaching in geography is interactive and practical, allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom.</p> <p>Planning is carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity.</p> <p>Learning activities are very varied to ensure that all pupils have opportunities to demonstrate their strengths.</p> <p>We provide differentiated ways for pupils to record the outcomes of their work. Examples include the use of annotated diagrams and maps, model-making and the application of writing genres. <i>Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next.</i></p> <p>All units of work stem from a 'space to place' idea, where the place of study is located on a map and compared to where we live in the United Kingdom – maps relevant to each unit are used on geography displays, knowledge organisers and are shared with pupils.</p> <p>Knowledge organisers Y2 to Y6 are used collaboratively by both teachers and pupils during the course of each enquiry to support knowledge building and the acquisition of increasingly specialised subject vocabulary and technical terms.</p>	<p>Assessment</p> <ul style="list-style-type: none"> • The MTPs and schemes of work for each enquiry in geography highlight both the objectives and anticipated outcomes – the end points of learning. • Teachers complete assessment sheets at the end of each unit of work against agreed criteria for the unit in Y1-6, using the formative assessment gathered over the course of the unit of work • Assessment at the end of Reception is completed using the Early Years Foundation stage profile using the Early Learning Goals – people, culture and communities which support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. Nursery & Pre-School children will be able to talk about and develop their ideas confidently using the resources available. We will monitor the impact to ensure children are 'on track' in the developmental age band 3 -4 years. • <p>Books</p> <ul style="list-style-type: none"> • pupils learning in books will demonstrate that they have made progress to the end points of the unit and will demonstrate that they have engaged with relevant resources, used subject specialist vocabulary and acquired knowledge <p>Pupil voice</p> <p>Children will be able to articulate their learning in geography by:</p> <ul style="list-style-type: none"> • talking about the places and human and physical geography they have learned about • talking about the maps, atlases and fieldwork they have used to inform their learning • discussing their learning using subject vocabulary • discussing their learning of key geographical concepts, e.g. the human impact on an area of study. <p>Monitoring</p> <p>The subject leader monitors the subject through:</p> <ul style="list-style-type: none"> • ensuring coverage of the units of work • reviewing books

<p>study of all seven continents, as well as a focus on and making comparisons between, places around the world and the United Kingdom.</p>	<p>We ensure that all children can access learning by: explicit instruction, reducing cognitive overload, scaffolding, use of flexible groupings based on AfL, using technology where appropriate examples include -</p> <ul style="list-style-type: none"> • Modelling the task – including using visualisers • Small group or 1:1 support where and when necessary (guided practice) • AfL strategies used in the classroom to assess children’s learning and adapt teaching or tasks where necessary and use flexible groupings • Allowing learning to be recorded in different ways, e.g. pictorial, models, diagrams and/or maps. Learning is not necessarily ‘written’ • Use of knowledge organisers. <p>Additional support for SEND or EAL children can be further provided by:</p> <ul style="list-style-type: none"> • Pre-teaching vocabulary prior to beginning the topic • Seating children alongside good role models to support one another and using as talk partners • Providing visual or practical prompts, scaffolding prompts such as writing frames 	<ul style="list-style-type: none"> • pupil conferencing to ensure that pupils are able to articulate their learning • lesson observations / learning walks • support teachers in developing subject knowledge through inset training, staff meetings or 1:1 discussion when required • subject review by link Governor.
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