



**Geography**

<b>Subject</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p><b>Geography</b></p>	<p>The geography curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Inspire in pupils a curiosity and fascination about the world and its people.</li> <li>• Think, discuss and explain the world around them like a geographer</li> <li>• Use geographical vocabulary to confidently talk about key knowledge and skills.</li> <li>• Understand and explore human and physical features, their interactions and how they can change over time.</li> <li>• Use a range of engaging activities and case studies to help them be inspired to learn more about the world around them.</li> </ul>	<p>The schools' Geography progression document outlines the knowledge and skills that will be covered in each year group.</p> <p>In KS1 and KS2 at the start of each topic a knowledge organiser is circulated to parents to help them support their child's learning</p> <p><b>EYFS</b> Children are encouraged to gain a sense of their place within the local, national and international community from their start in EY. A wide variety of books, stories, atlases, maps and globes are available within the environment to stimulate children's natural curiosity about the world. Links are made through stories where appropriate and children are encouraged to discuss what they have noticed about their immediate environment and how it is different to other countries and places they have been. Using Beebots, children can programme and navigate using directional language.</p> <p><b>Key Stage 1</b> Geography is taught as a discrete subject and in units of work on an alternate half termly basis with history. The geographical content in a lesson is planned to cover the four main themes of location and place, human geography, physical geography and environmental geography in order for children to make meaningful links. For each geography unit, children will have a real life experience within the local environment to 'bring geography to life', therefore aiding the embedding of the children's geographical understanding. In KS1 children collect, analyse and communicate geographical concepts and interpret a range of sources of geographical information. Children's developing geographical knowledge and understanding is captured through a class log book. This book includes children's verbal responses within</p>	<p><b><u>Assessment:</u></b> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.</p> <p>In Key Stages 1 and 2 high quality AfL during lessons (including the recap introduction (KS1) and the WHALA (KS2)), the AfL plenary and marking enables teachers to adapt planning and address misconceptions with individuals as required.</p> <p>As well as this in KS2, a mid-topic quiz is carried out halfway through a topic to assess children's understanding of the key concepts covered so far. This again enables teachers to adapt planning and address any misconceptions with individuals as required.</p> <p><b><u>Monitoring</u></b> Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Book and planning scrutinies</li> <li>• Pupil interviews</li> <li>• Staff interviews.</li> </ul>

lessons, examples of work and pictorial and photographic outcomes from lessons.

**Key Stage 2**

Geography is taught as a discrete subject and in units of work on an alternate half termly basis with history. The geographical content in a lesson is planned to cover four main themes- location and place, human geography, physical geography and environmental fieldwork - in order for children to make meaningful links. Key vocabulary is identified on the Knowledge Organiser and at the beginning of each lesson, children are taught explicitly the meaning of a 'STAR word' using the Word Aware Approach. This is planned carefully into each block of learning. Within every lesson, a WHALA is used at the start to prompt and link to knowledge from previous lessons or topics. At the end of each lesson, an AfL plenary is used to assess the key knowledge and skills that should have been acquired.

In KS2 children draw conclusions, evaluate, pose their own questions and make their own decisions. Children will become increasingly competent in the skills needed to collect, analyse and communicate geographical information and concepts such as maps, diagrams, photographs, GIS, graphs, numerical/quantitative skills.