



Geography

Intent

Critical thinking

The ability to ask perceptive questions and explain thinking.

Vocabulary

An understanding of geographical terms and vocabulary.

Fieldwork

To develop fieldwork skills in every year group.

Questioning and Recording

"Think like a geographer"

Question, observe, measure and record data in different ways, and analyse and present findings.

Sustainability

Build awareness of how geography shapes our lives: this can help us become resourceful, active citizens with the skills to contribute and improve sustainability in the world.

Knowledge

Build knowledge of place and location, including the local area and being able to compare this to other places.



Our Amazing ACORN'S Ageements

- A** • We aspire to achieve in all our learning
- C** • We are kind and collaborate to try to improve the environment for all
- O** • We are open and honest about what is happening in the environment
- R** • We respect the views of others, respect the environment and promote sustainability
- N** • We welcome new opportunities to improve the environment
- S** • We use our super learning powers in all our learning

Implementation

Teaching and learning

In years 1-6 we follow the *Kapow* scheme, a spiral curriculum with progression, linked to the *National Curriculum*, which focuses on the elements included in our intent statement. Each project is based on an open enquiry question which the children investigate. Revision is built into learning.

Further resources available are physical resources for discovery, fieldwork, membership of *Digimaps*.

Organisation

In Early Years, children learn through the specific area of Understanding the World, working towards the Natural World and People, Culture and Communities Early Learning Goals.

Years 1-6 have 3 blocks of geography per year, arranged in a two-yearly cycle to enable trips for history and geography, which would be too costly otherwise, for smaller classes. This also supports teacher workload.

Elements of geography covered

There are four main strands of learning: locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork.

The enquiry process follows a cycle of question, observe, measure and record and links strongly to fieldwork skills: identify a question, decide on the methods for observation and data collection, record, analyse and, finally, present outcomes.

Enrichment and promotion of geography

Resources, fieldwork and several trips provide enrichment, including some of our *Memorable Moments*. Classes have geography displays when they are learning geography. Photos of geography activities are shared with families in our newsletter. School Council regularly discuss sustainability (including ideas from and feedback to classes). Geography is championed by the subject leader, who carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. The geography action plan is updated through monitoring, celebrating success and noting next steps. Ideas are shared with staff and governors.

Impact

End points

We aim for pupils to be ready to confidently access their next stage of learning in geography, through building skills and knowledge. In Early Years the end point is their Early Learning Goals. In Year 1-6, the skills and knowledge we aim to equip them with are those in the *Kapow* knowledge organisers.

We aim for all our children to experience our geography memorable moments.

Assessment for learning

In Early Years, assessment is through the EYFS curriculum.

In Years 1-6, ongoing teacher assessment is through observation, questioning (including quizzes), activities and completed work. This allows teaching to be modified to promote further learning. *Kapow* provides quizzes for each unit, which also support assessment.

Tracking and evidencing progress

At the end of each unit, the pupils' learning in that unit is assigned working towards, working at or greater depth for the year group.

Half-yearly, each pupil's average outcome is added to a tracking grid, which also allows tracking of different groups.

The subject leader and the senior management team can analyse outcomes and drive further improvement in geography.

