

Geography



Intent:

At Yenton Primary School, we believe that high-quality geography lessons help to inspire a fascination and curiosity about the world and its people. The spiral curriculum design allows children to develop and deepen their knowledge and understanding through increasing complexity and depth within the different geography topics covered throughout each academic year. The geography curriculum is balanced throughout the school to ensure good coverage of the national curriculum. Our teaching equips pupils with knowledge about diverse places, people and resources. Lessons provide a deep understanding of the Earth's key physical and human processes. Children are encouraged to develop a greater **ethical** understanding and knowledge of the world, as well as their place within it. The geography curriculum at Yenton Primary School is experiential and **inclusive** to enable all children to develop knowledge and skills that are transferable to the wider world. Our curriculum is **adapted** to ensure that lessons are relevant to the needs and interests of our children. This provides pupils with learning experiences that ensure they have the **resilience**, knowledge and key skills to adapt to an ever changing world. Procedural and factual knowledge is implemented throughout our **progressive** planning and provides opportunities for our pupils' to deepen their knowledge and understanding, transferring these skills to the long term memory.

At Yenton, we aim to provide our pupils with:

1. Locational knowledge
2. Place knowledge
3. Human & physical geography
4. Geographical skills and fieldwork

Yenton's geography lessons aim to ensure that all pupils:

- Develop knowledge and understanding of the location of globally significant places
- Receive a geographical experience without creating stereotypes and builds on pupil diversity and cultural capital,
- Can define physical and human characteristics and how these provide a geographical understanding of processes,
- Understand processes that give rise to key physical and human geographical features of the world such as the seasons, food production, the water cycle and global warming etc,
- Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes,
- Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs,
- Communicate geographical information in a variety of ways.

Implementation

To ensure high standards of teaching and learning in geography, Yenton implements a curriculum that is progressive. Geography is mostly taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum, so that children can achieve depth in their learning. All lessons have

a clear learning focus, with procedural and factual knowledge, key vocabulary and differentiation to cater for the needs of our children. Pupils' learning builds on prior knowledge (by the use of retrieval questions). Curriculum and subject leaders have identified the key knowledge and skills needed for each year group and consideration has been given to ensure progression across the school. This ensures that lessons are relevant and take account of children's individual starting points. Teachers ensure that all lessons are motivating, engaging and exciting for pupils with opportunities for pupils to work collaboratively and allow their inquisitiveness to guide their learning. Geography teaching focuses on enabling children to think as geographers.

Our geography curriculum provides excellent opportunities to enhance the learning of our pupils through questioning, investigations, analysing sources and writing opportunities. Cross curricular outcomes in geography are specifically planned for to enhance and further deepen learning opportunities, where appropriate.

The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded into practice, when possible. Our pupils are provided with further opportunities for real life, first-hand geographical experiences including educational visits. Some of these include visiting our Forest School, local parks, local rivers and using map reading skills during residential trips.

Impact:

Our Geography Curriculum is of high quality, is well thought out and is planned to demonstrate progression. If children are achieving the curriculum requirements, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the shift of knowledge from the short term memory to the long term memory. By the end of each we measure the impact of our curriculum through the following methods:

- Topic quizzes (at the end of each half term) to gain an understanding of the procedural knowledge and factual knowledge learnt,
- Retrieval questions at the start of every lesson to assess prior learning (linking key vocabulary)
- Celebration of learning through a range of activities i.e debates, news broadcasts to observe the application of procedural knowledge and factual knowledge
- Pupil voice – focusing on children articulating their learning and confidences
- Completing staff questionnaires to guide planning and CPD opportunities.
- Book trawls and moderation – opportunities for teachers to discuss the children's achievements and progress being made
- School's Twitter feed to share learning experiences with parents and carers
- Marking of written work in books.