



Subject on a Page – Geography

Why we teach it?

At Marsh Lane primary school our aim is to equip children to be confident, informed and active global citizens who are curious and fascinated about the world around them. We aim to develop their sense of responsibility for the environments and people of our world. In a world where technology allows us to have instant knowledge, understanding and interaction of places near and far, we encourage an appreciation of how the world works and of the connections between human and physical geography.

Intent – What we teach

Are any Schemes of work used?

What specific skills and knowledge do we want our children to gain/learn?

How do I know what skills/ knowledge needs teaching? Where do the learning intentions come from?

How do I know the skills/ knowledge is progressive?

What cross-curricular links should be formed?

Through our Geography curriculum, we want students: To develop a lifelong curiosity and fascination of their immediate surroundings and in places and environments in the wider world, to gain an awareness and understanding of diverse cultures and people, to value their own and others' surroundings and understand how they can impact our changing world, to be active global citizens who value, respect and appreciate planet Earth and its people and to be able to link and apply their geographical skills across the curriculum.

Our curriculum will provoke questions and provide answers about the natural and human aspects of the world and develop knowledge and skills that are transferable to other curriculum areas. Children will access full coverage of the Geography National Curriculum and develop knowledge, vocabulary and geographical skills including enquiry, problem solving and decision making.

Implementation - How we teach it

In Key Stage 1, geography is taught through a yearly cycle, with 3 out of 6 half term topics aligned to the key objectives of the National Curriculum. We have ensured that the all aspects of the Geography National Curriculum are taught throughout the year. Knowledge organisers are used for each topic, to show the progression and skills that have been previously taught. In Key Stage 2, Geography is taught through a _ year cycle.

Teachers plan from a range of high quality resources including National Geographic Association, BBC Bitesize and Twinkl units of work. In Early Years work is recorded in the form of a class floor book whereas in KS1 & 2, children have individual books. High expectations are set for presentation of written work with clear learning intentions. This recorded work aids to document and celebrate learning but also acts as a support for children when discussing their lesson sequences. A range of formative assessments are used by teachers to support learners and to inform the pace and future sequence of lessons. Teachers will also use verbal and written feedback where necessary to aid them in planning future lessons. Summative assessment is completed termly, and children are assessed as either on track or not on track.

Children's work in geography is displayed, shared and celebrated in a variety of ways, such as in classrooms, in books and shared with parents on ClassDojo. Children are encouraged to further develop and use their geographical skills through cross-curricular links, outdoor experiences and opportunities wherever possible.

Impact – evaluation of the above

Teachers are following the knowledge organisers when planning learning sequences. The knowledge organisers demonstrate the prior and future learning of pupils so that teaching and learning is progressive and matched to age related expectations. Children's progress and attainment is assessed through both a range of formative techniques in lessons and using summative assessment termly, where children will be on track or not on track. In addition, we measure the impact of our curriculum through: a reflection on standards achieved against the planned outcomes through book looks, pupil learning conversations, observations of learning and professional dialogue with colleagues EYFS, KS1 and KS2 Pupil voice interviews demonstrated progression of knowledge, vocabulary as well as enjoyment and curiosity in the subject of Geography.