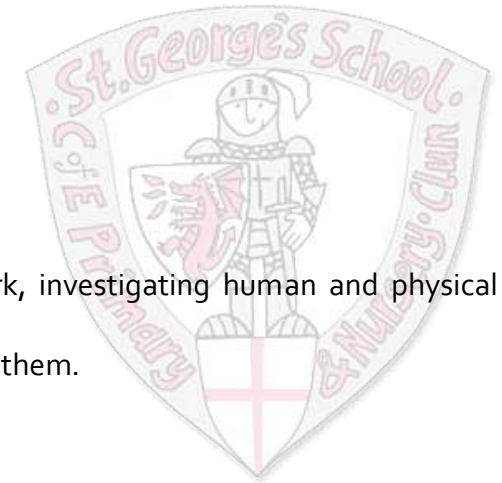




## What do we intend?



### What Geography looks like in our school:

- Opportunities to inspire children's curiosity about the world.
- A variety of activities and themed days to help children to learn about different countries and their cultures.
- Children working individually, in pairs and groups to develop key geographical skills focusing on map work, investigating human and physical geography and fieldwork.
- Exciting geography topics to provide children with the opportunity to explore and investigate the world around them.
- A planned progression of skills to enable the children to work on and develop new skills in each year.

### This is our philosophy:

- Children learning through exploring different topics whilst acquiring new skills.
- Children developing an awareness of where different countries are given the opportunity to find out more about them.
- To provide children with experiences to help them develop their understanding of different countries and their cultures.

### This is the knowledge and understanding gained at each stage:

#### By the end of EYFS pupils will:

- Have had an opportunity to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.

#### By the end of Key Stage 1 pupils will:

- Pupils will begin to develop knowledge about the world, the United Kingdom and their locality.
- They will understand basic subject-specific vocabulary relating to human and physical geography.
- They will begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### By the end of Key Stage 2 pupils will:

- Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- They will learn about the location and characteristics of a range of the world's most significant human and physical features.
- They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



## How will we implement it?

### Each class has different geographical skills to focus on in a rolling 2-year programme

- The children will then progress through the skills as they move up the school.
- The skills are covered through carefully chosen topics that will enable the children to develop and use that skill.
- By the time the children leave Year 6, they will have covered a wide range of geographical skills and topics to really get the children engaged and enjoy their learning.
- There may be a 'hook' to start the topic.
- All children at St George's School will get the opportunity to go on various trips to develop local, regional and global geography experiences.
- Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.
- Lessons may be taught discretely or as a block of lessons.
- Each half term an extended piece of writing is completed based on the current topic being taught.

### This is what adults do:

- Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of geographical skills and knowledge.
- Create a learning environment that supports learning and that engages children's interest in the topic being studied e.g. role play areas, interactive displays.
- Regular book scrutiny, pupil perceptions and planning audits.
- Whole school professional development.

### This is how we support:

- Work will be differentiated so that all children are able to meet the learning objective.
- Small group/1:1 adult support given where required.
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas. These pupils will then receive additional support or resources to use.



### This is how we challenge:

- Lessons will be differentiated.
- Additional activities to stretch the learning within the lesson.

### This is how ensure all children can access the curriculum:

- Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic.
- Seating children alongside good role models to support one another.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc.

## How will we know it is working?

- Engaged learners.
- Children posing questions for research.
- Children focusing on a range of geographical locations.
- Recognising the differences between man-made and natural features within the landscape
- Children developing their map work including understanding the purpose of the map key.
- Themed days to give the children the opportunity to learn about different countries in a meaningful context. Children sharing their learning with others through contributing to a display.

### This is how we know how well our pupils are doing:

- Lessons are planned based on geographical skills which are specific for each year group.
- Marking and feedback by teacher and peers.
- Photographic and video evidence.
- Displays of work in classes.



- At the end of each half term, skills are highlighted according to whether a child has demonstrated that they have met a skill.
- Assessment tracked at the end of each half term and entered onto our assessment tracking system.
- Book scrutiny, pupil voice and learning walks.

### This is the impact of the teaching:

- Children who enjoy geography.
- Inquisitive learners.
- Reflective learners.
- Children who are able to demonstrate a variety of geographical skills.
- Children who are prepared to share what they've learnt in a variety of ways.
- Pupils develop detailed knowledge and skills across geography curriculum, as a result achieve well.
- Pupils with SEND achieve best possible outcomes in Geography.
- Pupils' work across the geography curriculum is of good quality.