



Intent

The National Curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes, understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time, 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, aerial photographs and Geographical Information Systems (GIS), communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We enhance the geography curriculum by ensuring, that in addition to the statutory content, most topics contain an element of learning related to climate and environmental issues. This makes our curriculum relevant to the needs our children today and to help them become responsible citizens of the future, as stated in the My Planet aspect of our school curriculum intent.

In order to meet the needs of all our pupils a focus is placed on vocabulary. Tier 1, tier 2 and tier 3 vocabulary is identified for each subject and is explicitly taught within a meaningful context. We aim to provide enhanced opportunities for children by exposing children to the best that has been thought, written, said and done. Furthermore, within Geography there are opportunities to develop oracy skills through debate, questioning and expression of opinions. In order to broaden the experiences of our locality and beyond, we provide enrichment opportunities for all pupils in school.

Implementation

We use the National Curriculum to ensure that the sequence of learning supports children to embed and retain the programmes of study. This is supported by the DDAT progression document which maps out the statutory requirements and skills at each phase. Within EYFS the school has produced a document which runs alongside the DDAT document to ensure that there is a clear sequence of learning from Early Years into Key Stage One.

Long term plans are produced to ensure that the statutory programmes of study from the National Curriculum are mapped out across the school. The core skills and knowledge are identified under the four headings: Locational Knowledge; Place Knowledge; Human and Physical Geography; and Geographical skills and Fieldwork.

Geography is taught within a meaningful context within topic headings to provide a systematic approach to learning. Over a two year rolling cycle, geography is taught most terms to ensure that coverage is met.

We adapt and tailor our curriculum to ensure that children's different starting points are recognised and are accordingly planned for. To ensure that the most disadvantaged and SEND children are experiencing a broad and balanced curriculum we use clear differentiation, explicit vocabulary teaching, visual symbols and modelled opportunities to scaffold children's learning.

Learning is recorded in pupils individual topic books across the school. Whole class topic books are used to record the practical and discussion based learning not documented in individual books. At the end of a unit of learning children are assessed against the core skills and these teacher assessments are recorded within the curriculum documents.

Impact

Progress is monitored through, lesson visits, book scrutinys and pupil and teacher voice.

Core skills and knowledge are revisited within the long term plan to ensure children have the opportunity to build on and embed core skills and knowledge. We hope that all children will have a varied and broad curriculum that is enriched with momentous experiences and builds on and embeds prior skills and knowledge.