



Geography

We strive to ensure that all children enjoy Geography and experience opportunities to explore the world around them in creative, meaningful and memorable ways. Our Geography teaching is engaging and aims to foster a sense of curiosity and fascination about the world and its people. We aim to develop an understanding of the links between the physical and human features of our world and understand both the positive and negative impacts that humans can have upon it.

Intent

We aim to:



Develop geographical knowledge and conceptual understanding.

Develop an understanding of the Earth's key physical and human processes.

Develop competence in specific Geography skills.

Broaden their understanding and use of geographical vocabulary.

Inspire a sense of responsibility for the environment and people of the world.

Implementation

How we achieve our aims:



Ambitious Curriculum for All

Our approach to teaching Design technology is underpinned by the

[EYFS Framework](#)

[National Curriculum](#)

and by evidence from

[OFSTED Subject Report – Geography](#)

[OFSTED Research Review - Geography](#)

Substantive Knowledge

A spiral approach aligned with the National Curriculum, revisiting key concepts at greater depth as children progress and scaffolded by the CUSP curriculum:

- Where places are in the world
- What those places are like
- The interconnection between human and physical characteristics.

Disciplinary Knowledge

We develop pupils' ability to think and speak as a geographer by developing:

- Map skills
- The gathering and use of fieldwork evidence
- The ability to communicate and demonstrate geographical understanding clearly and precisely.

Curriculum Links

Geography links in various areas across the curriculum. Examples include:

- Maths- measure concepts such as; time, distance and graphs
- Science such as rocks, plants and trees, living things and their environments
- History – what places were like in the past and why.

Enrichment

We enhance our Geography curriculum through:

- Use of visitors in and visits out of school.
- Use of our wonderful school site.
- Forest school activities.
- Termly enrichment days across the school.

Inclusive and Adaptive Teaching

The expectation is that the majority of children will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of children' understanding and their readiness to progress. (National Curriculum)

Support

- Connections to previous learning are made in a clear manner, both verbally and visually.
- Activities are adapted to meet need and avoid cognitive overload for all, especially SEND children.
- Access to Knowledge Organisers, visual aids and vocabulary.
- One to one and small group support within lessons.
- Clarification and simplification of language and instruction.

Challenge

- Higher level questioning throughout lesson.
- Challenged recall with reduced access to support materials.
- Adapted worksheets and activities.
- Empowering peer-led discussions to foster confidence in explaining Geographical concepts to others.

Assessment

Formative assessment takes place every lesson:

- Questioning.
- Use of 'Show Me' boards.
- Assessing if the children are ready to move on at the point of teaching through in-class observation and live, in lesson marking.
- Active feedback post lesson to identify misconceptions and plan next steps.
- Low stakes quizzing.

Components of Effective Lessons

- The use of carefully designed screens and images.
- Paired and group work to support exploration and promote oracy and discussion.
- Direct teaching, which makes clear connections with previous learning.
- High quality modelling.
- Practice, to embed learning and make progress.
- Consolidation through revisiting and evaluation in order to deepen learning,
- Access to support materials, knowledge notes and vocabulary,
- Teachers and LSAs supporting learning, asking skilful, probing questions.
- Use of physical resources and practical activities where appropriate.



Subject Leadership

Resources

- Carefully designed screens using a range of images.
- Practical Geographical resources.
- Knowledge organisers.
- Video clips.

CPD

CPD includes both in-house and online training.

Quality Assurance

We quality assure through:

- Pupil book study.
- Learning walks.
- Book looks.
- Staff voice.

Impact

Our outcomes:



Children show an enjoyment of and curiosity Geography and the world around them.

Children use Geographical vocabulary effectively.

Children are confident when carrying out Geographical enquiry and handle resources proficiently.

Teaching teams are confident when teaching Geography.

All children make progress from a range of starting points.