Geography

INTENT

What Geography looks like in our school:

- Teachers follow the long-term plan, which is based on the National Curriculum
- Uses trips (eg. Caerleon, Big Pit, Hardwicke Church) to build knowledge and understanding
- Opportunities for fieldwork in the local area
- Cross-curricular approach where appropriate
- Emphasis on long-term learning: remembering a manageable number of countries, capitals and physical features by building knowledge slowly and deeply

End of EYFS:

Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.

End of KS1:

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

End of KS2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include 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.

IMPLEMENTATION

This is how it works:

- Lessons are taught through a topic that runs for an extended period of time
- Long-term plan sets out a logical progression from one year to the next
- Each lesson has a learning objective (or a question) which is highlighted in green if the child has met the objective
- Visitors and trips bring the subject to life
- Teachers make very good use of the resources we have in school and in the local area (eg. Year 3 and 4 learning how to draw contour maps by looking at the 3d contour maps Year 5 and 6 had already made)
- Objectives from other subjects such as maths, reading or writing are used in geography where appropriate
- Knowledge and skills are balanced

IMPACT

This is what we might see in a typical lesson:

- Children learning from a wide range of sources, including information technology and the world around them
- A mixture of broad and detailed studies; cross-curricular approach where appropriate
- Children encouraged to ask questions and develop a wide range of skills

- Teachers with excellent subject knowledge who are enthusiastic about sharing it with the children
- Children are given opportunities to embed locational knowledge in their long-term memories

The impact of the teaching

- Children enjoy learning about geography (human, physical and locational)
- Children draw on a range of resources to build up their understanding of the world around them
- Essential information is retained in the long term
- Children confidently present their knowledge and understanding in a range of ways
- Children make progress in line with the national average, building on their understanding from one year to the next

How do we know how well children are doing in Geography in Clifford Primary School?

- Book scrutinies
- Learning walk
- Children interviews
- Teacher questioning and observations