

<b>Subject</b>	<b>Geography</b>
<b>Overview</b>  <b>Intent</b>	<p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>The National Curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• are competent in the geographical skills needed to:</li> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>
<b>Planning provision</b>  <b>Implementation</b>	<p><b>How are lessons, schemes of work, units sequenced to help make pupils progress?</b></p> <p><b>How is Geography timetabled, delivered, staffed &amp; resourced?</b></p> <ul style="list-style-type: none"> <li>• Geography will be taught in planned and arranged topic blocks by the class teacher.</li> <li>• Existing knowledge is checked at the beginning of each topic. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests.</li> <li>• Through our planning, teachers provide geographic enquiry opportunities that allow children to apply their knowledge, and find out answers for themselves. Children are encouraged to ask their</li> </ul>

	<p>own questions and be given opportunities to use their geographic enquiry skills and research to discover the answers.</p> <ul style="list-style-type: none"> <li>• Medium term planning involves teachers creating sequences of engaging lessons. Where appropriate, these sequences of lessons might be delivered as a block during geography days or when undertaking field studies.</li> <li>• Teachers use precise questioning in class to test conceptual knowledge and skills, and assess pupils regularly to identify those children with gaps in learning, so that all pupils keep up.</li> <li>• Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion.</li> <li>• We build upon the knowledge and skill development of the previous years.</li> <li>• Teachers demonstrate how to use primary and secondary sources to aid geographic enquiry.</li> <li>• At the end of each topic, key knowledge is reviewed by the children.</li> <li>• Opportunities to use cross curricular approaches are developed by class teachers.</li> </ul>
<b>Example of sequence of learning</b>	<p><b>How does Geography build on prior knowledge &amp; understanding?</b></p> <p>A coherent long term plan where pupils get plenty of opportunities to revisit and recall previous learning.</p> <p>Ks1 – Focus – Our Local Area</p> <p>lesson 1 – What is our local area like (human and physical features)</p> <p>lesson 2 – out and about – field work</p> <p>lesson 3 – field work follow up (class based)</p> <p>lesson 4 – houses and homes</p> <p>lesson 5 – jobs in our local area</p> <p>lesson 6 – let's make a change (sustainability)</p> <p>Ks2 – Focus – the water cycle</p> <p>lesson 1 – the water cycle/settlements</p> <p>lesson 2 – clouds and rain</p> <p>lesson 3 – what did early settlers need</p> <p>lesson 4 – where would you settle</p> <p>lesson 5 – what's in the name</p>

	<p>lesson 6 – how land is used in settlements</p> <p>lesson 7 – how are settlements linked</p> <p>lesson 8 – an ideal place to settle</p>
<p><b>Assessment</b></p> <p><b>Impact</b></p>	<p><b>Focus on Geography objectives</b></p> <p>National curriculum learning objectives are used to inform the school's 'Skills Progression Ladders'. The geography skills progression ladder identifies 5 discrete strands for assessment.</p> <p>Each of these strands is split into seven stages with criteria for skills, knowledge and understanding which become incrementally more sophisticated.</p> <p>Geography work is assessed against these criteria.</p> <p>Teachers, both during and after lessons; making observations; questioning learners; providing written feedback where appropriate. Children are encouraged to refine their understanding and challenge their misconceptions via the use of 'purple polishing'.</p>
<b>CPD</b>	<p><b>How do we ensure teachers are equipped?</b></p> <p>Subject focused courses and further training for subject leader, Geography focused webinars. Subject leader led training for staff.</p>