

Geography Curriculum Statement

Through our geography curriculum we aim to encourage children to develop a greater understanding and knowledge of the world, as well as their place in it. We seek to equip our pupils with the investigative skills to increase their understanding of concepts and knowledge, which are transferrable to other curriculum areas.

What do we expect to see?

What is on offer?

A progressive, well-sequenced and engaging geography curriculum, which is led by enquiry, in order to develop both children's skills and knowledge. We teach the National Curriculum, enriched by experiences to maximise learning for all children.

To whom and when is this offered?

All children; 3 geography topics will be delivered each year, on a carefully designed, progressive 2 year rolling program. Teachers are given the flexibility to teach lessons weekly, or as a 'blocked' approach, dependent on the needs of the class.

Teaching sequence:

So that every child is given the best possible opportunity of achieving the highest standards in history, the way in which we teach this subject includes:

- Using high quality resources and enquiry-based learning;
- Building on prior knowledge as well as revisiting previously taught skills;
- Providing enrichment experiences: visits and trips, to give the children real-life contexts for learning;
- Having a clear purpose and context for outcomes where appropriate;
- Making links to previous learning across year groups and key stages

Assessment for learning – questioning is used to assess understanding and extend thinking; in this way, misconceptions and gaps in learning can be quickly and directly addressed; verbal and written feedback will address key areas for progress, which will be acted upon throughout the lesson and through a sequence of lessons.

Children who are finding learning more difficult, who have gaps in knowledge and skills, or who are making limited progress will be quickly identified and targeted to be provided with small group support within lessons, additional same day intervention (which may include 1:1 feedback and additional supported tasks, such as pre-teaching of vocabulary) or differentiated tasks within the whole-class lesson.

Each term, teachers will use a variety of evidence such as visual progress in books, pupil responses to key questions, pupil discussions around their work and their response to sticky knowledge quizzes to assess against the objectives in the National Curriculum in order to decide whether the pupil is working towards, expected or greater depth in the subject.