



Subject on a Page for Geography

Why you teach it - your purpose of study

At Colerne Church of England Primary School, our aim is to equip children to be confident, informed and active global citizens who are curious and fascinated about the world around them. We aim to develop their sense of responsibility for the environments and people of our world.

In a world where technology allows us to have instant knowledge, understanding and interaction of places near and far, we encourage an appreciation of how the world works and of the interconnections between human and physical geography.

INTENT

What you teach - your programme(s) of study

Our Geography curriculum encompasses the four strands of Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork that is progressive and builds upon key stage end points.

We believe that high-quality, hands on geography lessons will inspire children to think innovatively and develop their natural curiosity. Our geography curriculum encourages children to develop a coherent knowledge and understanding of their own locality, UK, Europe and the wider world.

Our curriculum will provoke questions and provide answers about the natural and human aspects of the world and develop knowledge and skills that are transferable to other curriculum areas.

Children will access full coverage of the Geography National Curriculum and develop knowledge, vocabulary and geographical skills including enquiry, problem solving and decision making.

As well as this, we will ensure the children's cultural capital is met through additional experiences and curriculum links beyond timetabled lessons. These include whole school opportunities such as charity work, musical concerts, sporting events and current affairs.

IMPLEMENTATION

How you teach it - your delivery of the above

Geography is taught through a two year cycle, following an agreed whole school progression map aligned to the key objectives of the National Curriculum. We have ensured that the four strands of Geography are taught each year of the cycle.

Using both the progression and curriculum maps, teachers are able to see what skills and knowledge have been taught previously and design a sequence of learning, which plan for progression and depth.

Lessons are taught by the class teachers with SEND learners supported by TAs.

Teachers plan from a range of high quality resources including National Geographic Association, BBC Bitesize and Teach it Forward.

In Early Years work is recorded in the form of a class floor book whereas in KS1 & 2, children have individual books. High expectations are set for presentation of written work with clear learning objectives. This recorded work aids to document and celebrate learning but also acts as a support for children when discussing their lesson sequences.

A range of formative assessments are used by teachers to support learners and to inform the pace and future sequence of lessons.

Summative assessments are matched to the learning objectives from the unit planning and teachers are required to update these regularly.

Children's work in geography is displayed, shared and celebrated in a variety of ways, such as in classrooms, in books, via seesaw and through class assemblies. A whole school display demonstrates the global and cross-curricular nature of our whole school curriculum.

Children are encouraged to further develop and use their geographical skills through cross-curricular links, outdoor experiences and opportunities wherever possible.

IMPACT

So what - your evaluations of the above

Teachers are following the progression map when planning learning sequences.

The curriculum maps demonstrate the prior and future learning of pupils so that teaching and learning is progressive and matched to age related expectations.

Children's progress and attainment is assessed through both a range of formative techniques in lessons and using summative assessment documents with children highlighted as 'Working Towards', 'Met' or 'Shining lights'.

In addition, we measure the impact of our curriculum through: a reflection on standards achieved against the planned outcomes through regular book scrutinies, pupil learning conversations, observations of learning and professional dialogue with colleagues.

- Governor visit, conversations and lesson evaluations have occurred across the key stages and provide evidence that teachers are planning from the progression map. Teaching was inspiring and enabled children to demonstrate a range of geographical skills through access to different learning resources and opportunities (see governor report)

- FS, KS1 and KS2 Pupils learning conversations demonstrated progression of knowledge, vocabulary as well as enjoyment and curiosity in the subject of Geography (see pupil interview documents)
- FS, KS1 and KS2 Book scrutinies again evidenced progression and learning objectives matched to whole school agreed progression map.
- Displays and photographs showcase and celebrate children's learning within their classrooms in addition to a whole school corridor display which demonstrates the interconnected nature of geography across the curriculum.
- Digi-maps resources is now being actively used by children across KS2 and as a teaching tool in KS1.
- Geography is now a subject in its own right and children have a good understanding of what it means to be a geographer. This was highlighted in pupil conversations whereby children could give examples of the various aspects of geography e.g. from maps to volcanoes and biomes.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:

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Developing
Secure
Embedded

** Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

Previous Improvement Actions and Impact		Current Improvement Actions	Future Improvement Actions
<p>The Subject Progression Map is in place and matched to the National Curriculum. All staff are aware of prior and future learning and have designed a series of learning opportunities which plan for progression and depth. Lesson observations, learning conversations have been undertaken to ensure high quality Geography teaching across all year groups. Assessment documents have been created which are matched to National Curriculum learning objectives.</p>		<p>Ensure Assessment is consistent and up to date.</p> <p>Ensure knowledge is being retained and embedded from term to term and year to year.</p> <p>Audit and purchase of resources- a variety of different types of maps, atlases, compasses. Including outdoor display maps.</p>	<p>Continue to research and explore places to visit as 'geography' led trips.</p> <p>Continue to explore CPD opportunities for both subject leaders and whole staff.</p>
Previous CPD		Planned CPD	
<ul style="list-style-type: none"> • Progression map organisation: whole school • Google Expeditions – virtual reality: whole school • Digimaps Training: whole school • Wiltshire Council Geography Roadshow: Subject leader • Maps & Mapping: Subject leader 			