

Subject on a page

Geography

At Grace Mary Primary, we believe that geography helps children to make sense of the world around them and piques their curiosity in places and people. It engages pupils in their world, often spurring them into action, and is fun!

INTENT

-We aim to...



Inspire a lifelong curiosity and fascination about our world and our role in sustaining it.



Provide our children with the foundations and knowledge for understanding the world so that they become confident global citizens.



Provide opportunities for geographical enquiry and engagement with the local environment to ensure that children learn through varied and first-hand experiences of the world around them.



Develop an understanding of the impact of human development on the natural and physical world around them.



Capture children's natural curiosity about the world and what they observe, to promote respect for the environment, cultures different to their own, living things and processes and their own and other's health and safety.



Offer our children the opportunity to develop geographical skills through practical and engaging lessons, with identified key knowledge, technical vocabulary and skills that build on previous learning.

IMPLEMENTATION

-How do we achieve our aims?

Geography's fundamental role lies in helping children to understand the world, its environments and places near and far, and the processes that create and affect them. It encourages a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability. Geography is a subject that contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects from science and history to art and design.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our geography curriculum is planned and organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

EYFS/KS1/KS2

Guidance is taken from development matters and the national curriculum which outlines the expected curriculum to be taught.

Concepts

Concepts are important in geography as they draw out the links between processes and ideas. To develop their understanding of each of these concepts, pupils learn the range of relevant knowledge and skills. It is from this knowledge and development of these skills that pupils gain a more abstract appreciation of the subject. 9 concepts of geography repeat throughout the curriculum.

1. Boundaries
2. Cartography
3. Change
4. Climate
5. Interdependence
6. Movement

7. Physical geography
8. Resources
9. Settlements

Workbooklets

- All children are given the opportunity to read academically from an early age.
- The children acquire knowledge and skills in a sequential, progressive manner.
- Children are given regular opportunities to retrieve taught knowledge.
- Children learn fascinating knowledge that will hopefully inspire them to pursue the subject in the future.
- The booklets are challenging and all children are expected to achieve.
- We believe that the most effective way to demonstrate geographical understanding is orally and through writing. Therefore, meaningful writing and oral opportunities are given for pupils to showcase their geographical vocabulary, knowledge and skills including writing essays.

Assessment

Formative

- Teachers frequently check pupils' understanding to identify 'gaps' and misconceptions.
- Ongoing daily assessment of key knowledge/skills outlined on planning through collecting feedback from the whole class and then giving subject specific feedback.
 - Multiple choice quizzes that presents the scientific conception and misconception.
- Using results from children's feedback to adapt teaching- both in the moment and long term.

Summative

- Rec- Yr 6- half termly pupil book study sessions carried out by geography leader and phase leader which focuses on substantive and disciplinary knowledge.
- Yr 1- Yr 6- end of unit quizzes which test substantive and disciplinary knowledge. Testing effect- recalling knowledge from previous units of work followed by immediate feedback.
- Yr 2- Yr 6- essays which can be used to add to teacher's knowledge of children's substantive and disciplinary knowledge.

IMPACT

-How will we know we have achieved our aims?



Children have an excellent knowledge of where places are and what they are like and what they can do to contribute to sustaining these places.



Children have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.



Children develop a good understanding of their local area and the issues that it faces. The children are proud of the area they come from.



Children have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.



Children have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.



Children have an extensive base of geographical knowledge and vocabulary.