

*Nurturing life skills and inspiring achievement for today and tomorrow*



## Manuden Primary School - Geography

SUBJECT

Geography

Geography is essentially about understanding the fast-changing world we live in. It helps provoke and provide answers to questions about the natural and human aspects of the world, its people, places, and environment and how they are related to each other. At Manuden Primary School all children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it both locally and globally.

INTENT

Our Geography curriculum engages the children in their learning and enables them to develop Geographical knowledge and skills that are also transferable to other areas of the curriculum. Our curriculum is appropriate for all pupils and is broad and balanced. Geography is an investigative subject which develops knowledge, life skills and concepts. When teaching Geography, we aim to inspire in the children a curiosity and fascination about the world they live in and the people within it, to promote the children's interest and understanding of diverse places, people and resources and natural human environments together with a deep understanding of the Earth's key physical and human processes and for that curiosity to continue for today and tomorrow.

### Subject knowledge

What do we teach and what does this look like? Our whole curriculum is shaped by our school vision which aims to enable all children to flourish to become the very best version of themselves they can be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that all children learn the skills of a geographer by fully immersing themselves in all areas of the subject.

IMPLEMENTATION

### How is Geography taught?

We aim to give active and engaging lessons so that the children have a wide variety of learning opportunities. The local area and wider local area are utilised to achieve the desired outcomes with opportunities for learning outside the classroom embedded in our practice. School trips and fieldwork are provided to give first-hand experiences which in turn enhance the children's understanding of their locality and the world beyond. We also aim to use a range of other resources to collect secondary information such as literature, maps, books films, art and an increasing use of ICT. The children build on their local knowledge and progress to explore the wider world – continents and oceans - and to compare where they live to places in Europe and beyond using their enquiry skills.

The curriculum is planned on a two-year cycle (Year A and Year B). The school has created its own creative curriculum and in conjunction with the National Curriculum and EYFS framework, using Chris Quigley's Key Essentials skills. These skills support in ensuring clear learning intentions and progression throughout the school are used, along with expected outcomes and challenge. This is structured into 'milestones' that last for two years. The milestones allow for progression of skills and depth within subject strands. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum

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## IMPACT

Evidence in the Experience Outcome exercise books show a broad and balanced Geography curriculum. As children progress through the school, they acquire key knowledge and skills and develop a sound knowledge and understanding of both human and physical Geography. Children are knowledgeable about their local area and appreciate it in a wider geographical context. They begin to show a greater understanding of the world and how countries rely on each other and are interrelated. At the end of each year, children achieve age related expectations in Geography and retain the knowledge and skills learnt from each unit of work.

## ASSESSMENT

Assessment is continuous throughout the unit of teaching using both summative and formative assessments to determine the children's understanding of key the geographical concepts being taught. The class teacher or member of staff teaching geography assesses the children, using the Chris Quigley Milestones and this is used to inform future planning. Assessment is supported by observations of the children both individually and in their group work, open ended differentiated questions, feedback and opportunities for the children to self-assess themselves. Each lesson has a specific learning outcome against which the children can begin to assess their own learning. Continuous book monitoring is carried out to evaluate the range and balance of work and clear differentiation of work, to enable all children to access the tasks and achieve.

Foundation Subject Assessment Grids are completed against the year group's Chris Quigley Key Essential skills to identify those pupils working at a beginning, deepening and advanced level against each key geography skill at each milestone. The geography Leader analyses the data to inform future provision and support as appropriate.