

Intent

GROWTH:

In geography we ask questions about the world around us.

We hope to develop their understanding of global interconnectedness, interdependence and sustainable development

RESILIENT:

Opportunities to revisit learning are woven into the geography curriculum meaning if we don't succeed at first, we don't give up.

We develop our resilience and confidence when discussing solutions to local and global problems.

OPPORTUNITIES:

We have the opportunity to find out about the world through investigations and field trips every year.

This provides us with first hand experiences and a real life context to understand from.

WONDER:

The world is full of awe and wonder. We make the most of our local surroundings including the Peak District National Park.

Wonder is further developed through finding out about other people, places, environments and cultures.

TEAM WORK:

We are global citizens. We learn about the impact we have in the world we live and how to respect it.

We work together when investigating places and value each others contributions.

HEAD, HEART, HANDS:

Field trips allows us to connect with our learning and the world around us; building strong knowledge and nurturing our wellbeing.

Practical investigation skills help us to become active geographers.

Subject on a Page

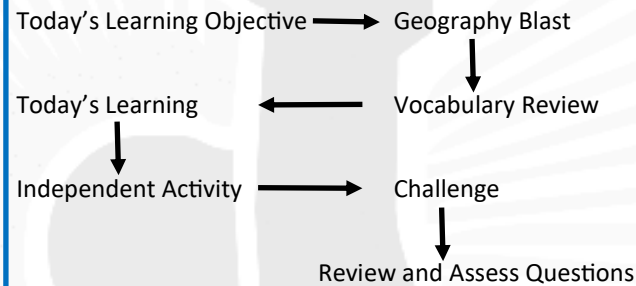
GEOGRAPHY

Implementation: Planning

A bespoke curriculum, written as a collaboration between subject leaders and class teachers, designed to meet all requirements of the National Curriculum.

Utilising elements from the Chris Quigley Essentials Curriculum and tailored to make best use of the fantastic opportunities our local environment has to offer.

Implementation: Learning Sequence



Implementation: Teaching and Learning Pedagogies

Each geography lesson begins with a 'Geography Blast'; an opportunity for children to retrieve prior knowledge which will aid them with their learning in that lesson/ topic.

Children revisit knowledge and skills throughout their time at Roe Farm, allowing them to build upon what they already know.

More digital opportunities are built into the topics to ensure have a good level of digital literacy.

Implementation: Resources

- ⇒ Maps, atlases, globes
- ⇒ Digimaps for Schools
- ⇒ Google Earth
- ⇒ Educational visits to enhance learning where appropriate

Implementation: Curriculum Links

In KS1 and KS2, geography is delivered through three strands: investigating places, investigating patterns and communicating geographically.

All year groups have elements of each strand interwoven in their curriculum plan for Geography but similar skills are also taught in other subjects such as history. Geography also requires pupils to develop their computer literacy as well as find out about other cultures, supporting there understanding and tolerance of others.



Implementation: Environment

Classroom displays are expected to be functional working walls that aid teachers in their delivery and pupils in their learning.

Each classroom displays:

- A world map
- Unit vocabulary
- Images to act as an aide memoire

Displays can be used by pupils to familiarise themselves with names of countries, continents, rivers and oceans, as well as the current year's knowledge and geographical skills.

Where possible, the classroom learning environment is swapped with the outside environment. The school grounds is used to support learning with a specific focus on maps. A purpose made orienteering map of the school allows pupils to interact with maps at different scales.

The local area, including a small shopping precinct and residential properties, lend themselves to look at the human impact. The Peak District National Park and Derwent Valley provide prime examples of the physical environment for pupils to investigate.

Implementation: Feedback

Pupils are given regular, immediate feedback in lessons as this can have the biggest impact on learning.

In addition to this, pupils are informed of their progress towards their learning objectives through the use of stampers. Where appropriate, comments may be written in books to praise, support or further challenge pupils.

In some situations, pupils may provide peers with feedback.

Implementation: Support

Quality first teaching strategies to support all learners to reach their full potential.

Use of questioning to guide pupils to self support.

Scaffolding of tasks where appropriate to support independence whilst continuing to access the intended learning outcomes.

Direct adult support on a 1:1 or small group as required.

Formative and summative assessments to inform next steps for individuals or groups.

Differentiated questioning to support or challenge as required.

Learning challenges to stretch the more able.

Impact: Evidencing

Written outcomes will be recorded in their Geography books.

Some non-written outcomes e.g. field work skills, may be photographed or videoed.

Computer generated work will be saved on the Pupil Drive of the school server.

Impact: Assessment

Geography Blast retrieval tasks at the start of each lesson to assess prior learning and retention.

Live marking in lessons and through review questioning at the end of a lesson.

End of unit assessments of our 'I can' statements by pupil and teacher.

Summative teacher assessments based around our 'Head, Heart, Hands' principles of assessment.

Impact: Monitoring

Following the school's tiered approach to monitoring.

Book looks, pupil voice, learning walks and staff voice play an important part of our tier 1 monitoring.

This is supported by an annual more in depth dive with SLT.

