

Geography



Intent:

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. Throughout their time at Castlemorton CE Primary School, the children learn a variety of skills to deepen their understanding of their own environment and the wider world, as well as their place in it. The unique environment of Castlemorton and the Malvern Hills complements our geography teaching and allows us to use the landscape of our school to support teaching and learning. To begin with, children in EYFS investigate their immediate environment by using Forest School and the school grounds for observations and exploration. These vital skills are then built upon and enhanced as children progress through the school. Our intent is to inspire in children a curiosity and fascination about the world and people within it; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. Alongside their learning, children develop the subject -specific vocabulary relating to the human and physical aspects of geography. They are also able to use a variety of maps and plans to aid their understanding. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas.

Implementation:

A two yearly cycle of topics is planned as an overview of teaching and learning. This is reviewed, adapted and can flex with the needs of the children. As part of the planning process, teachers plan the following:

- An elicitation task – to determine a starting point for lesson planning. This can check the children’s general knowledge about a geography topic or prior learning
- A knowledge organiser which outlines key knowledge (including vocabulary) supporting children to ‘know more’; used as an aide memoire and to support retention and recall.

- A cycle of lessons for each subject, which carefully plans for progression of skills and depth of understanding. Key questions and key skills make up the sequence of learning. Children use the key questions as a starting point for their own enquiry and opportunities are built in for children to reflect on their learning.
- A low stakes quiz used during and/or after a cycle of lessons to support learners' ability to 'know more and do more'
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Teachers may also plan trips and visits from experts who will enhance the learning experience.

Impact:

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Formative and summative assessments against key questions and expected outcomes
- Tracking of knowledge in pre and post learning elicitation tasks/quizzes
- Pupil discussions about their learning

Verbal feedback is provided within lessons and children's work is acknowledged marked with misconceptions addressed verbally. Key spellings are picked up and this is managed carefully according to the child's needs. Formative assessments are made against key questions and these assessments inform planning, support end of unit summative assessments and end of year reports.