



Golden Valley Primary School Guidelines for Geography.

Learning for life-long success.

Intent

In line with the 2014 National Curriculum for Geography, our aim is to provide a high-quality geography education. Children are encouraged to ask questions and be curious about their surroundings, and develop a greater understanding of the world, as well as their place in it.

Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group. The curriculum is designed to build upon key skills which are progressive throughout the school. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes. The school's approach to geography takes account of the school's own context, ensuring that children are provided with meaningful opportunities to explore and learn about their local community.

Our intent is that...

- Children will learn about the Earth's physical and human features and processes.
- Children will question and challenge the impact of humans on the environment.
- Children will develop their knowledge of significant place through fieldwork, maps, diagrams and photographs, including studies of Nailsea and Bristol.

Role of the Subject Leader

The Geography Subject Leader and Senior Leadership Team (SLT) will assess and address staff training needs as part of the School Development Plan. Individual teachers should continually develop their own skills and knowledge, identify their own needs and notify the subject leader to make requests for additional training or support throughout the year.

The subject leader will oversee the ordering of new equipment and replenishing core items. They will also ensure high standards across the geography curriculum through effective monitoring, modelling of lessons, pupil interviews and support with planning, as appropriate.

Implementation

Teaching and Learning

At Golden Valley, geography is discretely taught using a blocked curriculum approach which can be seen on the geography curriculum map. The school uses the **Lighthouse Schools Partnership** Scheme as a resource to plan units of work. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their geography topics. Geography skills are further developed in other curriculum areas, for example history and art, and teachers make links between geography and other curriculum areas wherever possible.

The geography subject leader and curriculum lead work together to co-ordinate and support the development of geography throughout the school. It remains the responsibility of each teacher to deliver appropriate geography activities and to monitor and record pupil progress in geography.



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Planning and Resources

Planning: We use Lighthouse Schools Partnership planning to deliver the Geography curriculum. The scheme is carefully mapped out to ensure progression of knowledge, skills and vocabulary across the primary range. It covers all objectives in the National Curriculum and allows knowledge to be revisited throughout the primary years. It has an enquiry approach, encouraging children to use prior knowledge and skills to ask and answer questions.

Planning is a collaborative process and each class teacher plans with their year group partner. When planning, the school's own context is also considered and opportunities for learning outside the classroom are maximised to further support the contextual relevance of the geography curriculum. Geography visits, or workshops in school, also help to make these direct links between the children's geography learning and geography in the outside world. The school aims to nurture children's curiosity through whole school WOW days (i.e. Earth Day) and being actively involved in national events and competitions, such as the UK Polar Network Antarctica Day Flag project.

The teaching of geography in EYFS is in accordance with the EYFS national framework. Children are guided to learn about similarities and differences in the world around them, talk about the features in their immediate environment and make observations of animals and plants.

Resources

High quality geography resources to support the teaching of all units and topics through EYFS, KS1 and KS2, are used consistently and maintained by the subject leader. These resources are appropriately distributed across the different year groups in line with the units of work that are taught. Alongside this, there is a central resource base within the school, which is easily accessible to all staff. EYFS have a wide range of high quality resources to support the delivery of the 'Understanding the World' area of learning.

Equal Opportunities and Inclusion

Golden Valley Primary School will ensure that all children are provided with equitable learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. We work hard to generate an inclusive environment where pupils and staff show respect for one another. All pupils have equal access to geography and all staff members follow the equal opportunities policy. Resources for children with SEND and children who are working above Age Related Expectations (ARE) are made available to support and challenge appropriately.

All children have the right to access the geography curriculum and teachers adapt their teaching and learning tasks and activities to ensure appropriate level of challenge is provided for all pupils. Teachers use a range of inclusion strategies, including paired work, open questions and direct, differentiated questioning and the activation of prior knowledge and contextual learning. Additionally, in our approach to all teaching and learning, we use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.



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Parents and Carers

Parental/ carer involvement is highly encouraged, particularly where a parent has specific expertise to offer. Members of the wider community with experience and knowledge are also encouraged to raise the profile of geography in our school through assemblies and workshops.

The support that parents and carers provide in supporting their children at home with geography based homework is also recognised and valued.

Impact

Our approach to the geography curriculum results in a fun, engaging, and high-quality education that provides children with the foundations and knowledge for understanding the world. Pupils share and evaluate their own work as well as that of their peers. Evidence such as this is used to inform future planning and teachers are able to revisit misconceptions and knowledge gaps in geography when revisiting geography topics in successive year groups. This supports varied paces of learning and ensures that all pupils make good progress.

Children will leave Golden Valley with a positive approach to learning about geography, seeing the significance of geography in their own lives. They will have a broad and balanced understanding of geography and demonstrate acquisition of identified key knowledge relating to each of the identified national curriculum strands as appropriate to key stage; location knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. They will be equipped to pursue a wide range of interests and vocations in the next stage of their lives.

The progression of skills and vocabulary is evidenced in the whole-school planning document. Teachers carefully track the coverage of each area of study and use forms of assessment to understand the impact of their teaching.

Formative Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as set out in the National Curriculum. These are set out as statutory requirements. We also draw on the non-statutory requirements to extend our children and provide an appropriate level of challenge.

Pupils' knowledge of the concepts covered by the programme of study may not be immediately apparent in the work they produce. The use of open questioning allows teachers to both assess and develop their grasp of concepts. Children receive effective feedback through teacher assessment, both orally and through written feedback.

In EYFS, we assess the children's Understanding of the World according to the EYFS Framework statements.



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Summative Assessment

Teachers complete termly geography assessment sheets specific to the unit taught. The geography subject leader monitors assessments across the school, providing advice and support for teachers as appropriate. These are then used to inform future planning and to enable accurate records to be kept. Evidence of children's work may be recorded in their Geography books, whilst some areas may be evidenced through teacher observation during the lesson.

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