

# Geography STRATEGY

LEIGHTON PRIMARY SCHOOL

SUBJECT LEAD	Natalie Guilfoyle
ADOPTED BY GOVERNORS	SUMMER 2023
REVIEW TIMETABLE	Annually
RENEWAL DATE	SPRING TERM 2025

# 1. Subject Rationale and Aims (Intent)

At Leighton Primary School, we believe that geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes. *Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the earth and its people.*

Our geography curriculum is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on geographical knowledge but also skills and concepts. It has the same challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions.

The scope of each unit increases, expanding from the pupils' own environment to the wider world. Place studies start local and increase in scale to regional, national and global, allowing for revisiting, developing and challenging ideas and concepts. Similarly, consideration of the weather and seasons progresses to more in depth study of the importance of climate and finally addresses protecting environments from global warming and combating climate change. Some units are essentially human geography, other physical geography, but most are holistic geography, considering human and physical geography together – the real, undifferentiated world of the pupil.

## Aims

- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the rest of the world.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

## **2. Implementation**

At Leighton Primary School, a breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Appropriate discussion is recommended as a means of checking pupils' geographical learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Revisiting ideas and concepts in different, more challenging, contexts in later units, using varied assessments and the inclusion of low stakes quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Quality resources and materials are provided online to support the geography curriculum and are sequenced towards the accumulation of skills, knowledge and understanding for pupils' futures. There is emphasis on visual literacy in the use and questioning of these resources, as geography is essentially a visual subject.

Throughout the units, knowledge, skills and concepts are brought together holistically, underpinned by the development of a strong and evolving subject vocabulary with which to talk about and discuss the geography being learned. An enquiry approach is used as a shared experience, with key and supplementary questions, to encourage curiosity, geographical thinking, exploration and research, and to combine relevant knowledge with skills.

### **Early Years and Foundation Stage**

Geography is taught as an integral part of topic work covered in the EYFS setting. In the EYFS geography is about the children having the opportunities to find out and learn about the world they live in. The geography side of the children's work is related to the understanding of the world objectives set out in the EYFS curriculum.

### **Key Stage 1**

In KS1, geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world through cross-curricular topics.

### **Key Stage 2**

In KS2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through cross-curricular topics.

### **3. Assessment in Geography**

Assessment is carried out in accordance with our assessment policy. On-going teacher assessment ensures that knowledge and skills are developed and progress made in the area of Geography. At the end of each unit, pupils from Y1-Y6 are assessed against criteria in the progression of knowledge and skills document, as well as the end points identified on the curriculum map.

Pupils are assessed against the criteria of the curriculum using a 4 point scale. Those achieving above age-related expectations are assessed as a 4; those meeting age-related expectations as a 3; those approaching age-related expectations as a 2; and those well below age-related expectations as a 1. Formal assessments are recorded termly by teachers and reported to parents at the end of each year.

The class teacher also evaluates each pupil using low stakes quizzing of the knowledge taught during the unit and through Double Page Spreads which allow children to evidence their understanding of the unit's 'Big Question.'

At Leighton, displaying pupils' work also plays a positive part in the appraisal of history in the school; this gives it value and reminds pupils what has been achieved and enables them to share and talk about their work with others. As a form of real assessment, this gives the class teacher opportunities to focus on the different ways pupils may have responded to the teaching of the unit. Thus, the public display of history of each year group demonstrates the sequence and development of what has been learnt across the school.

### **4. Monitoring, Evaluation and Impact**

The impact of the curriculum is evidenced through the pupils' use and understanding of the identified geographical vocabulary and their association of it with relevant images or features. It is evidenced by the outcomes of the varied activities, low stakes quizzes and Double Page Spreads. It is also demonstrated by the pupils' ability to show progress along the 'observe, use geographical vocabulary to describe, compare, give reasons and explain what they are learning about' sequence, and in their acquisition, application and transferability of geographical skills. In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving an ability-indicative response focusing on geographical vocabulary, skills and concepts.