



Geography Curriculum

INTENT

- **Our Vision**

At Stone CE School, it is our intent that our children will achieve their full potential and become independent, 'lifelong learners' who are prepared for the future. We believe that geography is a core part of developing our children's understanding of the world and developing future citizens who are both globally minded and care deeply for the environment around them. Because of these core values, at Stone School we have developed a curriculum which ensures the children are given the opportunity to study **all** the areas of the globe during their time at primary school. We also ensure that environmental responsibility forms a thread throughout all the topics we study, ensuring that children have an understanding of the issues facing the wider world. Thus, we hope to ensure the world we live in today is preserved and made better by the children of tomorrow. We encourage all children to 'reach for their star' and achieve their full potential in geography.

- **The rationale**

Geography teaching at Stone School is about developing an understanding of our world, primarily through experience, investigation and learning from primary and secondary sources. Our high-quality geography topics inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

- **Meeting the needs of identified groups i.e. SEN, EAL, disadvantaged children and the most able pupils**

Teachers use the progression of skills document to ensure that the geography curriculum is taught progressively and builds upon prior knowledge. Lesson plans identify different groups to show how they will be either supported or challenged in lessons. Teachers set tasks that can be completed in mixed ability pairs or groups to ensure that less able pupils or those needing additional support can be supported by their peers. Some tasks are differentiated by outcome meaning that all children are able to achieve in a lesson and feel a sense of pride and accomplishment in their work. A subject guide for staff has been produced by the subject leader which gives examples of what a child should be achieving to be considered greater depth in geography. Teachers use this information to help set challenging tasks that would show children are working at greater depth.

- **Reading in this subject**

Children are introduced to new vocabulary when a new topic is taught as well recalling previous vocabulary from previous year groups. Vocabulary is displayed and referred to in lessons. Children are often given pieces of geographical based text to read either individually, in pairs or in small groups which is then discussed to ensure understanding. English texts are often linked to topics so some of the texts children read in their English lessons or guided reading sessions have a geography theme.

IMPLEMENTATION

- **Introducing new learning**

A comprehensive progression of skills document has been drawn up and introduced to show the progression in geography from EYFS to Year 6. This clearly shows what knowledge and skills children need to have gained in previous years to ensure they are ready for the next step in their learning. Because these are passed up with children throughout their time at Stone School, teachers use this document to check for any gaps in previous learning and can address these before then moving the children on to ensure that children are developing their understanding and acquiring the skills they need.

- **Teaching approach**

At Stone School, geography is taught weekly in cross-curricular, topic lessons in 3 out of the 6 half terms. Teachers use the progression of skills document to help them plan exciting, creative and inspiring lessons. For each half termly unit, planning includes a variety of teaching and learning styles. Writing, discussion, debate, drama, independent work, group work and arts and crafts activities are included in each unit's work. A WALT for the lesson as well as S2S are identified and shared with the children at appropriate points in the lesson. A range of auditory, visual and kinaesthetic approaches are used in lessons to support children as they learn.

- **Schemes/resources**

There are a wide range of practical resources available in school to support the teaching of geography including maps, atlases, globes, topic related information books and many other topic related resources.

- **Educational visits and enrichment activities to develop cultural capital**

During their time at Stone School the children participate in a number of trips and WOW days to enhance their geographical skills and knowledge. These include Reception visiting Green Dragon Eco Farm, a Year 2 trip to Whipsnade Zoo and the 'I'm a Survivor' WOW day in Year 5.

- **Ensuring good progress and attainment**

Children's individual topic books are monitored by the subject leader to ensure progression and a broad curriculum is being covered. Class teachers assess children half termly and say whether they are WTS, ARE or GD in geography. This data is then monitored by the subject leader and compared to progress in reading, writing and maths across the school. This is monitored by the subject leader across the year and reported to senior staff in school.

IMPACT

Following a unit of work, we expect children to know more and remember more. This is evidenced by progress in books as well as teacher assessment and formal testing. In geography we use knowledge organisers to evidence progress.

The knowledge organisers are a single side of A4 paper which provides the core knowledge that should be learned and remembered from a unit of work. The knowledge organisers are also used as a 'quizzing tool' to help pupils boost their recall of knowledge and as an 'assessment tool', to help teachers check whether pupils have learned and remembered the key knowledge.

Through our geography curriculum, we believe that we develop independent, lifelong learners who have an interest in the world around them. We believe that we help children to become inquisitive thinkers who question what they see around them. We aim to help children develop their reading skills across the curriculum and use them to help them find out about the world around them. We

endeavour to help our children become active members of the wider community by taking an interest in issues facing the wider world.