Tilery Primary School

Geography

What we will offer

At Tilery Primary School, through our Geography curriculum, we aim to expand geographical vocabulary, increase our children's knowledge and curiosity of the wider world and promote high aspirations. We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in. As they continue on their geography journey, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our aim is that our children go on to apply these skills across all subjects, as well as in their future education and potential careers. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it. We support all pupils; regardless of ability, gender or ethnicity, to have equal access to our Geography curriculum.

Our Geography topics are designed to support pupils to build upon the knowledge they have acquired in previous learning. The curriculum is designed to ensure children begin by exploring geography in their local environment then in a national context; progressing to a global understanding of our world.

Pupils are encouraged to use skills and knowledge gained in English and Maths lessons, as well as other Foundation Subjects to enhance their learning in Geography. Care has been taken to ensure that our Geography curriculum reflects our increasingly diverse school community. As a school we have decided that our Key Geographical Concepts will be: Location and Scale; Human Features; Physical Features; Change, Environment and Sustainability. All subjects incorporate how pupils can learn how to keep themselves safe and this is woven through each concept.

Based on the National Curriculum and the individual needs of our children, we have created a Geography progression map, which sets out the objectives taught in each year group. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school.

How we will deliver it

- Geography at Tilery follows a carefully planned curriculum, which builds upon knowledge, skills and concepts as children move through the school. The long-term plan sets out the Geography units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.

- Geography is taught in blocks throughout the year, so that the children have the opportunity to broaden their understanding and learning. We use progression grids to ensure there is clear progress in the knowledge, skills, concepts and vocabulary taught. The concepts are built upon sequentially through the teaching of locational and place knowledge, human and physical geography and geographical skills and fieldwork.

- Skilled staff, including specialist visitors into school, facilitate children's learning within lessons, with pupils having frequent opportunities to enquire, explore and organise and communicate their geographical knowledge.

During lessons :

- key Geographical concepts are discussed at the beginning of each unit and teachers explain when they were last taught to enable children to understand their geographical learning journey

- carefully chosen vocabulary is displayed alongside the concepts and is referred to throughout the topic
- lessons begin by reviewing previous learning allowing the children to demonstrate their skills and to revisit the knowledge required to fully access new learning
- learning such as the name and location of continents, countries, capital cities and oceans is revisited frequently, to make learning memorable, relevant and easy to retrieve
- shared learning objectives ensure pupils understand what is expected of them and the focus of the learning enabling children to self-evaluate their understanding
- teachers use effective questioning, and provide opportunities for discussion and investigation to support the development of vocabulary,which is explicitly taught and modelled by teachers in every lesson
- teachers use a high quality visual or practical resources including maps, videos, photographs and newspaper articles to help develop geographical awareness, introduce new learning and to inspire children
- quality first teaching ensures children build on prior learning and knowledge
- pupils are encouraged to make connections both within and across subjects
- teaching staff are skilled when assessing children's learning and knowledge throughout the topic
- pupils are supported to make rapid and sustained progress
- clear end points and assessment materials ensure that accurate judgements are made on pupils' achievement.

- We enrich our children's learning using geographical resources, visitors, workshops and visits to excite and intrigue our children to find out more about our world and widen their cultural experiences.

- Pupils and staff evidence what has been learned in lessons within their Humanities book and displays. Further photographic and video evidence is collected within a Geography Evidence folder, saved on the staff shared area.

- We know that the quality of lessons offered to the children are good through evidence collected during learning walks, lesson observations, work scrutinies and pupil voice activities. The geography subject leader is able to ascertain what children have remembered, what they have learned, what they are able to talk about and the knowledge, skills and concepts they have acquired during each geography topic.

The difference it will make

We enable our pupils to gain a meaningful understanding of what geography is and how national and global events can impact their own lives. Our curriculum allows children to explore and have opportunities to compare key geographical concepts which link our local area to the wider world.

This is evidenced by using the school assessment materials, which identify clear and progressive end points. Our tracking system, which teachers complete at the end of each topic, enable us to assess progress. Data from the assessments is then collated to enable subject leaders to monitor progress and attainment across the school. Should issues be identified, subject leaders can address this directly with class teachers.

We know that our children enjoy learning about the world around them. They are highly motivated and are fully engaged during geography lessons, as they are inspired to find out more. This information is collated during learning walks, lesson observations, work scrutinies and pupil voice activities. Subject Leaders are therefore able to ascertain what children have remembered, what they have learned, what they are able to talk about and the knowledge, skills and concepts they have acquired during each geography topic. Children learn lessons from geography that can influence the decisions they make in their lives in the future.

The success of our Geography curriculum is that it allows our children to acquire the appropriate knowledge and skills, inspiring them to succeed in the next stage of their education and aspire to potential careers.