

Geography Subject Statement

Subject Leader: Adam Sproston

Subject Intent:

In Geography, we aim to ensure that all children develop a good sense of location and place and are able to identify human and physical features in the environment. We aim to equip the children with the geographical knowledge and skills required for them to further their studies in Geography and develop an interest, curiosity and enthusiasm for working geographically, which we develop through focused case studies, field work and enquiries.

Subject Implementation:

Schemes Available: We have produced a bespoke scheme of work that meets the needs of the children. We are regularly reviewing this scheme in order for it to be the best that it can be. All units of work are based on the National Curriculum Programme of Study for Geography at KS1 and KS2. In the EYFS, learning is tailored to the needs and interests of the children, looking at the 'Understanding the World' area of the EYFS Curriculum.

Resources and Location: A selection of books and atlases are kept by classroom teachers. These link to the topics studied in their classrooms. Further resources are maintained by class teachers. Resources linked to some topics are stored in the Science cupboard (in Y2) e.g. Rock samples, electricity equipment.

Teaching Sequence: In the EYFS the teaching for Geography is covered by the 'Understanding the World' strand of the curriculum. Year 1 – 6 follow the National Curriculum for Geography which we have put into our Long-Term plan. We have introduced Knowledge Organisers that share with parents and children the key learning and vocabulary for each unit of Geography. Geography is taught once per term as a discrete subject, but there are many cross-curricular links which we refer to. We have identified a 'Teaching Sequence' for Geography which would start with a key question or problem, involve the teaching of skills and knowledge and end with an outcome that would promote a solution to a human or physical problem through presentations, a piece of work or debate.

Where is Pupils' Work Recorded?: In Reception children's work is recorded in their topic books. In Years 1-6 children's work is recorded in their grey Geography books.

Extra-curricular opportunities: Class assemblies linked to residential trips and visits where there is a geography activity- e.g. sketching the local area, orienteering, discussing the localities. Wherever possible, we plan field visits out of school and also visitors into school to develop geographical knowledge and understanding.

Long-Term Plan: This is available on our website.

Cross-Curriculum Links: Geography has many Cross-Curricular Links including:

English- For example, writing explanation texts, report writing, debating skills, reading to find information and opinions.

Maths- For example, graphs and charts, reading various scales including temperatures, data gathering and discussion based on information they have collected in practical activities.

ICT- For example, researching, writing up reports ,data handling and using live data on temperature etc.

Science- For example, Rocks and Soils, observational skills.

SMSC and British Values- Geography offers many opportunities for children to explore fundamental questions of life, for example, the evolution of the earth versus creation. Geography raises many social and moral questions; children can discuss the impact that man is having on the planet, discuss economic issues linked to natural resources and the impact the growing population can have on human and physical features. They reflect on the way people care for the planet and how we manage the earth's natural resources.

Health and Safety Considerations:

Risk Assessments are produced for each of the residential trips as well as for all educational visits that take place out of school.

Other health and safety issues link to basic awareness and hygiene when handling maps, artefacts and going on field work.

Subject Impact:

Assessment- Each unit is assessed against a key assessment criteria for attainment which is 'Below', 'At' and 'Above' standards for the year group. This information is used by teachers to identify next steps for children to make progress and this is discussed with the next class teacher. The subject leader collates these to assess the whole-school impact of Geography teaching. The assessments are used alongside teacher professional judgement to inform parents as part of the end of year report.