

Geography at Valley Road School

Intent

We want children to have every opportunity to discover and make sense of the world around them. We want them to see the world as full of possibilities and to enhance their knowledge of what is out there.

Our aim is that, through the teaching of Geography at Valley Road, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how it has evolved. We want to ensure that through Geography, pupils can explore the relationship between the Earth and its people through the study of place, space and environment.

In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become both caring and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities. We wish for them to establish lasting respect and interest in cultures beyond their own and to recognise the contribution they have made to life in modern Britain.

Geography Implementation

- At Valley Road, Geography is taught in every year group, once a term. It may be taught as part of a topic or as a discrete subject.
- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- Location knowledge and map work are woven throughout all Geography topics.
- We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year.
- In order to support children in their ability to 'know more and remember more' there are regular opportunities to review the learning taken place in previous topics as well as previous lessons.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- The school has created knowledge organisers for each topic which details some key information, dates, and vocabulary. This is a support for children with their acquisition of knowledge and is used as a reference document for parents.
- Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.
- To support teaching, staff access a range of resources and planning
- We empower our staff to organise their own year group curriculums under the guidance of our Curriculum Lead and Individual Subject Leaders. Teachers are best placed to make these judgements.

- Staff develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year.
- Effective use of education visits and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum.
- Effective modelling by teachers ensures that children are able to achieve their learning object, with misconceptions addressed within it.
- Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Geography curriculum.
- Children are given clear success criteria in order to achieve the lesson objective with differing elements of independence.
- Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation, and address misconceptions within that lesson, or for the next lesson.
- Cross-curricular links are planned for, with other subjects such as Maths, Literacy and Computing.
- We use display as an important way of sharing knowledge and to celebrate pupil achievement

EYFS

Foundation Stage geography is where the child begins to gain a wider experience of the world around them.

The child will learn through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their natural environments.

The teacher will ask the child open-ended questions, for example, "What can you see here?" to help them to think and make connections between ideas.

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Geography Impact

Our primary aim is for pupils to be enthusiastic geography learners and researchers, evidenced in a range of ways, including pupil voice and their work. We may arrange informal "assessment" type materials but it is our belief pupils already experience an overload of clear and obvious formal assessment so these will not take place.

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children are expected to be reaching at least age-related expectations for Geography.