

Days Lane's Geography Curriculum

Subject Intent

- At Days Lane, we seek to inspire in children a curiosity and fascination about local and global environments.
- Topics are informed by the national curriculum but also consider children's interests (pupil questions on pre-topic assessments – 'Show Me What You Know'), as well as the context of the local area.
- The geography curriculum is carefully planned and structured to ensure that current learning is linked to previous learning.
- The geography curriculum is designed to ensure that teaching equips pupils 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.
- We aim for our children to leave Days Lane with an excitement for exploration and an open mind for learning about different countries and cultures.
- The geography 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 aim to develop children's geographical enquiry and fieldwork skills, as well as other geographical aptitudes and techniques.
- We want our curriculum to encourage and promote sustainability and for pupils to know their part in it.

Subject Implementation

- The Early Years Foundation Stage (EYFS) equips pupils with the relevant knowledge and skills to enable them to access the Geography curriculum in KS1.
- Our Geography curriculum follows an enquiry based approach, providing children with key questions to explore through researching, interpreting evidence and forming their own conclusions.
 - Planning is formed and aligned with the national curriculum but takes into consideration our local environment, which enables children to develop a sense of belonging to the local community.
- 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.
 - Progression/ use of maps across the school are key to representing the features and layout of the world, locally and globally. The use of different maps ensures progression across year groups/throughout the school and is evident on medium term planning.
- Progression/ use of fieldwork experiences bring learning alive across the geography curriculum and the opportunity to investigate their curiosity and fascination about the world and its people.
- Show Me What You Know (pre-assessments) are used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests.
- For each new Geography topic, there is a key focus on developing children's mapping skills by using a variety of different maps and atlases.
- Knowledge Mats are used to identify the key knowledge and vocabulary that children are expected to learn within topics. These are differentiated according to the children's needs and shared with parents to consolidate history learning at home.
- Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate.
- Themed/ Dress up days, trips and visitors further enrich children's learning journeys and provide awe and wonder.
- Key knowledge is reviewed by the children and checked and consolidated by the teacher.
- Post topic quizzes are used as summative assessments of children's learning. A gap analysis of children's outcomes is undertaken to identify any gaps in learning, which are then addressed at the beginning of future lessons via a 'Review and Recall' slide.
- Home learning tasks are linked to the topic taught that half term and give the children the opportunity to further develop their learning from the classroom.
- Where possible, meaningful cross-curricular links are made with other subjects e.g. in English where topic texts are often at the centre of children's learning journeys. There is also a cross curricular link with history where comparisons are made to modern day place and places from the past.

Subject Impact

Through the high quality teaching of Geography taking place, we will see the impact of the geography curriculum in different ways:

- Children will be highly engaged in geography lessons and display high levels of curiosity about local and global environments.
- Children will have developed a secure knowledge of the world and know their place in it.
- Children will develop a wider vocabulary of geographical terms.
- Children will aspire to discover more about the world, through reading, travel or the media.
- Outcomes in books will evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of key knowledge.
- Through pupil voice, children will be able to talk about the skills and knowledge they have acquired and express their views and opinions.
- The school environment will be geography rich through displays, resources, vocabulary etc.
- As geographers, children will learn lessons from geography to influence the decisions they make in their lives in the future.
- Assessments and monitoring will show standards in Geography will be high and will match standards in other subject areas.