



Geography at Littledean C of E Primary School

<p>INTENT</p>	<p>Our Geography curriculum is designed to develop children’s curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p> <p>Children will investigate a range of places – both in Britain and the wider world – to help develop their knowledge and understanding of the Earth’s physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of The Forest of Dean and Gloucestershire so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.</p> <p>We aim to provide an interesting, varied curriculum that interests and intrigues our children whilst meeting the needs of all backgrounds, cultures and abilities. Through our question based approach to geography topics, we aim to foster a deep understanding of the subject alongside developing geographical skills and vocabulary.</p>
<p>IMPLEMENTATION</p>	<p>Planning</p> <ul style="list-style-type: none"> • Long Term: National Curriculum and Development Matters (EYFS). We have a 2 year rolling programme of topics, with links made between other subject areas where appropriate and meaningful. • Medium Term: Teachers plan units of work based on an initial stimulus question. This question is used at the start of a unit to elicit children’s prior knowledge and understanding and again at the end of the unit in order to ascertain the learning that has taken place. In our whole school geography overview document there is a thorough breakdown of the progression of geographical skills and knowledge for each class. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Geography lessons follow a clear and consistent teaching sequence which builds children’s knowledge and skills in order to be able to answer their stimulus question. • Where appropriate we use geographical sources, visitors, workshops and visits to excite and intrigue our children. • Children are introduced to key vocabulary and its meaning and given opportunities to use this within the correct context. • Children have opportunities to present their learning in a variety of ways in order to communicate their geographical knowledge and understanding appropriately.

	<ul style="list-style-type: none"> Homework grids will contain activities to build on children's skills and knowledge related to their current geography topic. <p>Assessment</p> <ul style="list-style-type: none"> Topic question, asked at the start and end of the unit of work. Ongoing formative assessment during lessons (based on discussions and engagement), along with assessment of tasks completed in class. End of unit assessment where children will be assessed as either developing, expected or exceeding in relation to the learning objectives covered within the unit of work. Use of topic related quizzes to check knowledge and understanding.
IMPACT	<p>Through the high quality teaching of geography taking place, we will see the impact of the subject in different ways.</p> <ul style="list-style-type: none"> Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Children will be observed to be engaged in geography lessons and want to find out more. Children will complete research independently through projects and homework to further their own enjoyment about the subject or topic. Work will show that a range of topics are being covered, cross-curricular links are made (where appropriate) and differentiated work is set as needed. The school environment will be geography rich through displays, resources and use of specific vocabulary. Assessments and monitoring will show that standards in geography are high and match the standards in other subject areas. Monitoring by Subject Leader will include planning scrutinies, book looks, lesson observations and pupil conferencing to ensure appropriate coverage of the curriculum.