

Ashlands CofE Primary School Geography Statement

Love of learning, love of life, love of one another

“Life in all its fullness” John 10:10



INTENT:

In Geography, at Ashlands Primary School, our curriculum aspires to create a love of life and love of one another through developing children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives, investigating a range of places that will develop their understanding of the Earth's physical and human processes.

The 2014 National Curriculum for Geography aims to ensure that all children:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

IMPLEMENTATION:

At the Ashlands Primary School, our Geography curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs to flourish to become the very best version of themselves they can possibly be. Geography is taught through topics as identified in the Federation two year rolling programme, allowing for mixed age classes, whilst ensuring all children build on prior learning, developing skills and knowledge alongside a love of learning. Statutory curriculum requirements have been categorised into the skills of:

- *Locate*
- *Explain*
- *Analyse/Interpret*
- *Identify*
- *Describe*
- *Making judgements,*

allowing teachers to create a knowledge and skill-based unit of work whilst also considering children's prior knowledge and interests.

The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. **School trips and fieldwork** are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

Cross-curricular opportunities are specifically planned for, with links between geography and morning English lessons, guided reading and other foundation subjects as appropriate.

Vocabulary is a key part of our geography curriculum, with children developing their subject knowledge to use subject specific vocabulary confidently.

Across a unit of work in Geography lessons, the SLT would expect to see:

- Teachers and support staff using precise and careful questioning
- Every child given the opportunity to access age-appropriate content as part of the geography curriculum
- Geographical vocabulary being used confidently by all staff and children
- Fieldwork being carried out - using the school environment, local area or a trip
- Work recorded in geography subject books
- Teachers and support staff using the agreed school marking policy to give children regular oral feedback throughout a lesson and to mark and assess the children's work
- Children self-assessing their work based on specific lesson objectives as agreed in the school marking policy

IMPACT:

At the Ashlands Primary School, the super-six values underpin all teaching. The children are encouraged to show friendship, trust and forgiveness when working collaboratively, aspiration when developing their independent skills, as well as showing compassion and respect when exploring issues and communities around the world.

By the time children leave Ashlands Primary School they will have an age appropriate:

- knowledge of where places are and what they are like.
- understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- base of geographical knowledge and vocabulary.
- skills in geographical enquiry and the ability to apply questions and use effective analytical and presentational techniques.
- ability to reach clear conclusions and develop a reasoned argument to explain findings.
- understanding of fieldwork and other geographical skills and techniques.
- passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

Across the school, foundation subject assessment grids are used to record individual pupil progress. These are passed to subsequent teachers and enable teachers to ensure children's prior attainment is factored into all planning, aspiring to ensure all children achieve ARE and GD where possible and that our KS2 children are ready for their secondary school. All children are tracked through a robust assessment tracking system, with children targeted to maintain or accelerate their progress as appropriate.

Information from the assessment grids will be used to:

- inform parents about the progress of their child during parents' evenings and reports
- inform discussions with the SLT/HT about the progression of individual children during pupil progress meetings