Grangers are Geographers

#togetherwegrow

Marches Academy Trust

Geography - Vision

'Geography is a subject which holds the key to our future' Michael Palin.

At Grange Primary school, our Geography curriculum aims to give all children a sense of place – both where they live and in the wider world and expand their geographical vocabulary. We intend for children to become passionate and knowledgeable about their local community and beyond, by learning through experiences in practical fieldwork and outdoor learning.

This allows them to face challenges that will shape our societies and environments at the local, national and global scales. All pupils will be encouraged to ask questions, think critically and develop their own sense of perspective of the world. Children will be exposed to current geographical issues and through learning will gain a great understanding to protect their future.





Geography - Implementation

- We follow the Kapow Geography Scheme of work which. The scheme offers complete coverage of the National Curriculum Programme of Study for Geography (2014).
- All units develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities.
- A new unit of work commences every term. Each unit contains 6 lessons.
- Each unit includes ideas for an independent learning, fieldwork and mapwork opportunities for the children.
- The units have key questions to develop the use of Geographical enquiry and development of skills progressing from observing, describing, comparing, reasoning and explaining.
- A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject.
- Appropriate discussion is used as a means of checking pupils' learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate.
- Links are made to Bristish values during units, where appropriate and beneficial to the pupils learning.
- There are a range of opportunities for enrichment experiences including learning outside the classroom. School visitors and trips are used to achieve this.
- Teachers make careful adaptations and differentiate lessons for the needs of the Grangers in their class.

Geography - Implementation

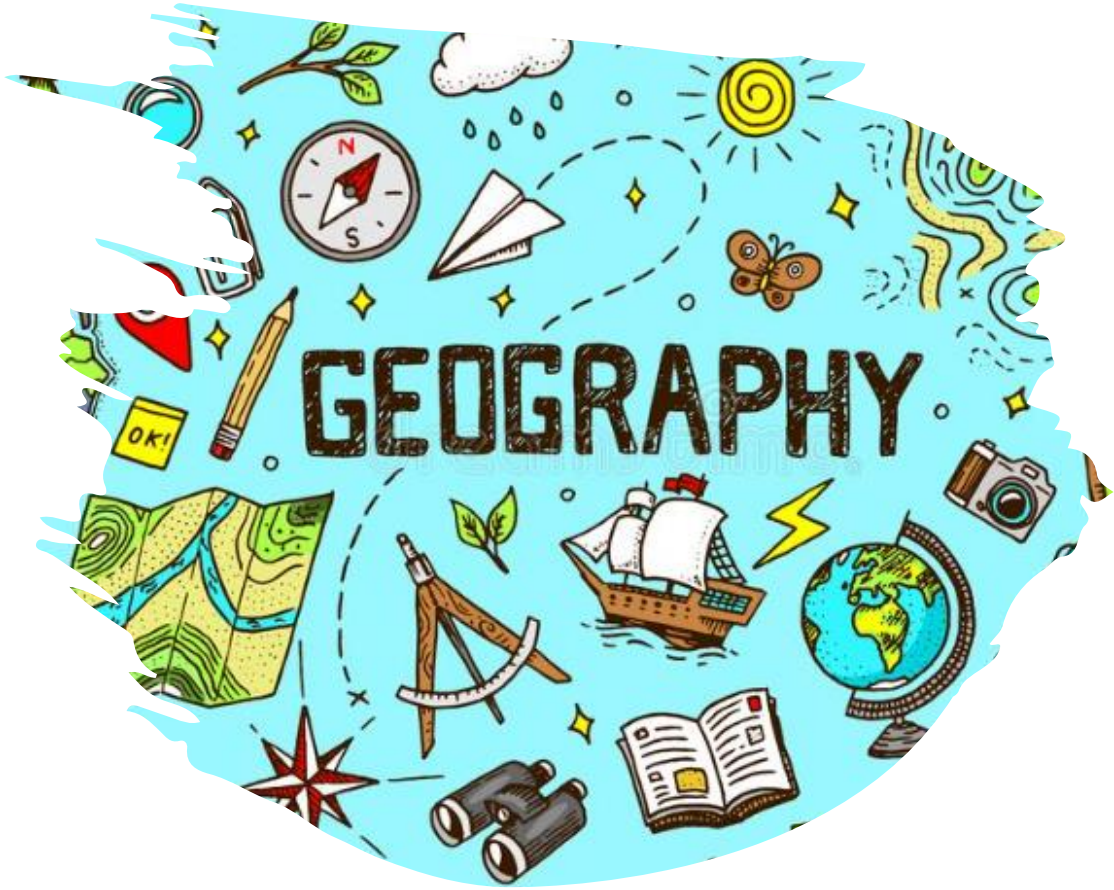


- Questioning and scaffolds are used to support children, wider open questions are used to probe and challenge higher attainers thinking and responses.
- Differentiated activities and outcomes are included in the scheme of work.
- Children can share their work visually or orally, to make the subject accessible to everyone.
- Where possible, pupils are supported through paired and group work. Questions posed within sessions provide opportunities for all pupils to be able to contribute.

Geography – Implementation continued…

- Six one-hour lessons are dedicated to Geography each term. This is completed weekly or as a block one week.

- In EYFS, Teachers can use the observations sheets from each lesson provided in the scheme of work to record children's responses against the Early Learning Goals for PSED, UW and characteristics of learning.
- In Keys Stage 1 and 2 all children will have a topic book to record their learning.







Geography - Implementation

What assessment takes place?

- Each unit has a key assessment opportunity towards the end of the unit which links with the Kapow Geography progression framework that is cross-referenced to the National Curriculum.
- Each unit has an end of unit quiz. These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context. The subject leader also utilises the information to inform and further develop curriculum design, teaching approaches and resourcing. It provides opportunities for moderation across classes and enable pupils to know how they are performing in the subject and what they need to do to achieve the next stage in their learning journey.

Geography – Implementation continued…

- Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that historical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation.
- An online end-of-unit quiz is also included in each unit. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing



Geographical enrichment pictures



