



## Geography at Lower Heath CE Primary School

Intent	
Our geography philosophy is...	At Lower Heath, our geography curriculum is designed to promote children's curiosity and interest in the world around them. Learners will investigate a range of places, within both the United Kingdom and abroad, to develop knowledge and understanding of the Earth's physical and human processes. We provide opportunities to investigate areas of significance within the locality. This supports children's understanding of who they are, their heritage and what makes our local area so special.
Implementation	
The curriculum for this subject area is designed using...	Alongside using The National Curriculum Programmes of Study, we have considered the interests of our children and our location within the United Kingdom when developing our 2-year planning cycle. Our youngest children focus on their immediate and local environment, with pupils extending their understanding and geographical knowledge of the UK, Europe and other continents as they move through school. Staff use a termly overview/planner, to block geography and history content, ensuring that coverage is mapped specifically and allows for depth of study.
Curriculum coverage in this area is progressive. We ensure this by...	We use our school-specific Geography Progression Framework to ensure that each area of learning is progressive from EYFS to Year 6.
If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...	The Geography Progression Framework outlines the skills, vocabulary and content to be built upon by each year group. This enables learning to be progressive and ensures that children consistently learn new skills appropriate to their ability and potential.
This subject links with the rest of our curriculum by...	Where possible, we try to link the termly geography focus with other areas of the curriculum, such as art, DT and history. This can be more clearly identified within our 2-year planning cycle and topic webs. For each topic, we consider writing opportunities, making links with the mastery and feature keys being studied in English sessions. Within each theme, we map out ' <i>launch, explore, energise and celebrate</i> ' opportunities. These sessions draw upon a variety of skills, subject areas and links with the local community. In addition to this, each topic has a child-initiated learning/Mantle of the Expert link, to promote enquiry and independence across a range of subjects.
Different year groups, and different abilities within a class, are catered for by...	Through success criteria, learning objectives are differentiated to meet the needs of all learners, and to meet the needs of children in a mixed-age class. By following the Geography Progression Framework, it is possible to ensure that different abilities and age groups are catered for. This may be by levels of support, choice of equipment available or by individual choice of project to be completed within the topic to be covered.
Trips, visits and the local community support this subject by...	As referenced, all topics now incorporate ' <i>launch, explore, energise and celebrate</i> ' opportunities and child-initiated learning/Mantle of the Expert links. As part of the ' <i>launch</i> ', all children are immersed into the topic through use of engaging stimulus and materials. Through ' <i>explore</i> ' and ' <i>energise</i> ', children are expected to participate in an educational visit or workshop, and undertake research linked to a specific focus. A topic finishes with the ' <i>celebrate</i> ' aspect, which allows pupils to share and present their achievements from the unit with members of the school community (this might be peers, other classes, parents/carers...)

<b>The subject is assessed by...</b>	Assessment takes place through teacher assessment, and children are closely measured against the outcomes expected from each unit, as at/above/below the expected standard.
<b>The subject is monitored through...</b>	Scheduled geography monitoring sessions; with feedback being used to further improve practice. These sessions involve book scrutinies, learning walks, pupil voice and analysis of data.
<b>Staff development in this subject includes...</b>	<p>Training for foundation subjects continues on a rolling programme of staff meeting sessions, with regular opportunities to liaise with teachers across the trust who deliver the same programme, and with geography specialists within the trust secondary schools.</p> <p>Curriculum support network group attended half-termly by CW, with relevant information and useful ideas being shared with other staff.</p>
<b>Impact</b>	
<b>In geography books, you will see...</b>	<p>Each child records geography work in a termly topic book. However, for younger children (and at times, for older children), the learning which takes place in geography may be very practical, and documented in a class book and through display work.</p> <p>Where work is documented in a book, there will be a clear learning objective linked to the progression documents, and children will be given success criteria which will help them to meet their objective.</p>
<b>What is the impact of our geography curriculum?</b>	Children finish their journey at Lower Heath with the geographical skills and knowledge needed to support them in Key Stage 3, and for life as an adult in the wider world. In particular, they understand how geography ‘happens’ in their local area and have a good understanding of the world around them.