

St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



SMFR Approach to Geography

This guidance outlines the teaching, organisation and management of the Geography curriculum taught and learnt at SMFR. The implementation of these guidelines is the responsibility of all teaching staff

INTRODUCTION

At SMFR, we are a FAMILY committed to ensuring all children FLOURISH in our care; We take pride in providing our children with a broad and engaging curriculum, and fostering their desire and curiosity to learn.

SCHOOL VISION Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future
Jeremiah 29:11

INTENT

Subject Intent Statement

The intention of the Geography Curriculum at SMFR is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and their futures.

Subject Aims

The national curriculum for Geography aims to ensure that all pupils:

- 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

Also see: Appendix 1 Geography Non Negotiables

Subject Planning & Teaching

Through careful stages of planning and 'Quality First Teaching' each teacher differentiates their class' curriculum to meet the needs of the children they teach. This is with the aim of developing independence and the child meeting his/her potential at whichever level they are working at. We acknowledge that children learn in many different ways and recognise the need to use a range of different teaching and learning strategies, that will allow all children to learn in ways that best suit them. We use Cornerstones Curriculum; a high-quality primary

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curriculum to deliver engaging and interesting learning opportunities reflecting the Early Years Foundation Stage and National Curriculum objectives.

In each lesson, children are guided towards the learning objectives (WALTs) through the use of success criteria (WILFs). The learning objectives and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

The Geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

SMFR Geography Resources/Schemes

- Cornerstones Curriculum Curriculum

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

Geography Curriculum Link to EYFS Framework:

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the Geography curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce a report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

At SMFR we use Cornerstones Curriculum to support our delivery and assessment of Geography.

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.

Overall, children's progress in Geography is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

Pupil Feedback:

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As part of the on-going review and development of our curriculum, the Geography the Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the Geography Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for Geography within the SMFR curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of Geography.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



Appendix 1 Geography Non Negotiables

	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • Learning appropriate to agreed Cornerstones Progression • WILFs linked to National Curriculum • WALT linked to National Curriculum • Use of a range of well thought out resources including IT • Focus on handwriting & presentation (where appropriate) 	
IMPLEMENTATION		
Challenge	<ul style="list-style-type: none"> • 3 way differentiation (including scaffolding) • Opportunities for challenge • Hooks • Three before me 	<ul style="list-style-type: none"> • Use of KWL grids • Use of targets • Focus on Gem Powers
Speech & Language	<ul style="list-style-type: none"> • Focus on vocabulary • Talk Partners • Focus on speech & language • Pupil talk > Teacher talk 	
IMPACT		
AFL	<ul style="list-style-type: none"> • Questions to check understanding. • Scanning classrooms • Mini plenaries • Marking & Feedback, where appropriate, in accordance with SMFR Policy • Discussions with children. • Collaborative learning • Adapted planning for the next lesson. • KS1 children's self assessment • KS2 children's 'EXIT Messages' 	<ul style="list-style-type: none"> • Peer evaluation • Self assessment • Flexible groupings. • Children's peer and self-assessments. • Interventions to plug gaps. • All pupils are introduced to a topic through using KWL grids in order to assess and monitor success criteria • Testing • Quizzing