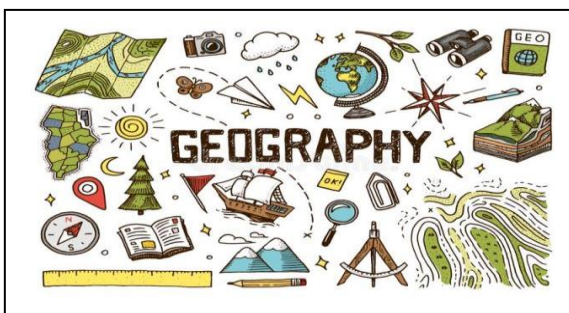


Moorside Primary School

Geography Curriculum



Intent, Implementation, Impact

Intent

At Moorside Primary School, we are committed to providing a curriculum with breadth and depth that allows all of our children to learn understand and apply a range of knowledge and skills with confidence and security.

We value geography as an important part of the children's entitlement to a broad, balanced and enriching programme of study. We strive for engagement from and achievement for all children by providing an inspiring knowledge and skill based, progressive curriculum that enables curiosity and critical thinking and learning.

The geography curriculum at Moorside Primary makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the geography of their locality.

The areas of study we cover are informed by the Development Matters and the National Curriculum and are planned to develop children's knowledge, skills and understanding. We study geography within the context of our own local area and the wider world. We aim for all skills taught to be transferable across other curriculum areas.

The geography curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

Our long term and medium term planning documents offers subject information and intentions so that teachers can coherently plan a sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the Development Matters and National Curriculum. Our geography curriculum aims to develop geographical skills and knowledge which are transferable to whatever strand of geography is being studied and will equip children for future learning. These key geographical skills and knowledge, which are revisited throughout different units, are: Location and place knowledge, physical and human geography and geographical enquiry.

Implementation

Geography is taught weekly, with a new area of study mostly being covered half termly and where appropriate termly. We ensure geography is given the same importance as all other areas of the curriculum with an equal value. We believe this is important in enabling all children to gain 'real life' experiences and develop a variety of skills and approaches, which build upon previous learning. A variety of teaching approaches are used and are based on the needs of individual children following continuous assessment for learning.

Within our knowledge-rich approach, there is a strong emphasis on our local area. EYFS follows the 'Development Matters in the EYFS' guidance which states 'Understanding of the world' aims for all children in nursery and reception to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. As well as building important knowledge, this extends their familiarity with vocabulary that supports understanding across domains. Our school aims to develop this within our younger children through their understanding of the world around them.

In line with the National Curriculum 2014, the curriculum at Moorside Primary aims to ensure that all children from Year 1 to 6 embed a range of geographical skills. The curriculum ensures that these scientific skills are repeated and revisited throughout each study area. This allows for a deeper understanding of geographical skills in a broad range of geography areas.

Children acquire, develop and embed geographical skills so that they can achieve a deeper understanding of what they are learning and why. In each year group, key knowledge and skills of each geographical area have been identified to ensure progression is evident and builds upon prior learning. Planning documents ensure that learning intentions taught are in sequential order with opportunities to read and solidify geographical skills.

Through revisiting and consolidating skills, our curriculum and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in our vocabulary displays and additional resources to ensure that children are given opportunities to repeat and revise this knowledge.

We believe this is important in enabling all children to gain 'real life' experiences and develop a variety of geographical skills and approaches. Children are taught the meaning of and encouraged to use subject specific vocabulary in a vocabulary rich environment in all lessons.

Speaking and listening opportunities are within each lesson in order to develop the children's confidence in being able to discuss geographical learning. They are able to share their opinions and make informed observations about geographical locations and fieldwork and how geographical changes have become apparent through both human and physical geography.

Cross-curricular outcomes in geography are specifically planned for, with links being established where appropriate and opportunities for writing, reading and maths skills to be applied.

Our school is at the heart of the local city and within walking distance of geographical landmarks and the local area lends itself well to fieldwork. These places of interest are visited regularly by our children to give their learning a specific purpose and to ensure geographical fieldwork skills are embedded practically.

Outcomes of learning are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge, this is through book scrutiny, pupil voice and data analysis. Effective Continuous Professional Development (CPD) is provided in house and through wider connections and professionals. This is built upon throughout the delivery of the curriculum in the group teaching approaches used to provide the ambitious curriculum and challenge for all with success. Targeted support enables them to develop at their own pace and to learn in a style that best suits their individual needs. Key strategies are designed to support children with Special Educational Needs and Disability (SEND) to access their learning well.

Impact

The impact of using a full range of resources in and outside of school, will be seen across the school with an increase in the profile of geography. The learning environment across the school will be more consistent with geographical technical vocabulary displayed, spoken and used by all learners. We want to ensure that geography is loved by teachers and children across school, therefore encouraging them to want to continue building on this wealth of geographical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, effective assessment for learning strategies and summative assessments aimed at targeting next steps in learning.

The impact of the school's geography curriculum is measured through several means:

- Clear and reliable baselines for all children across all subjects.

- Outcomes for children at the end of every academic year.
- Progress and attainment data for all year groups throughout the academic year.
- Formative and summative assessment data.
- Levels of engagement in enrichment activities.
- Children's voices and views.
- Parent/carer meetings.
- On-going observations and monitoring.
- On-going CPD for teaching and support staff.
- Timely reviews of the impact of interventions.
- Geography book and planning scrutiny.