

# Geography One Page Overview

## Intent:

**Living:** Children will have the knowledge and understanding to go into their next stage of life appreciating the world, cultures and people around them.



**Caring and Nurturing:** Children will develop a love and passion for geography that will last a lifetime.



**Learning:** Children will learn how to develop a curiosity and a fascination about the world around them.



- All pupils will have access to at least one hour of geography per week, through stand-alone lessons or topic work.
- The curriculum overview is progressive and varied ensuring that pupil's geographical knowledge and vocabulary will be built on year by year.
- Cross-Curriculum opportunities provided through literacy and science.
- Geography lead will audit and provide central space for shared resources, readily available for all year groups.
- Pupils will be given expectations and targets set at the beginning of the term along with a topic opening sheet to determine the level of understanding before learning. (Followed by another sheet at the end to determine progression)
- Children can start to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Children can begin to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Children to become more aware of their local surroundings and the any historic significance.
- All year groups will work around the themes of; Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and field work. These will be incorporated into long term planning and then delivered through stand-alone/ topic lessons.

## Implement:

### Coverage through Geography & extra-curricular:

- Teachers deliver geography curriculum through stand-alone lessons or cross-curriculum opportunities.
- Lessons are planned and delivered using prepared resources as well as teachers own resources.
- Shared resources audited and readily available around school.
- Teachers have an overview of which Geography objectives they should be covering every half term. This overview can be used to show progression through the year groups.
- Experience days to be incorporated into termly planning to give children out of school learning opportunity.
- All year groups should include a Local History focused block of learning in the year.
- Pupils have access to word mats with the geographical language that they need to use during lessons.
- Pupils have access to iPads, geography apps online to support learning. (Virtual Maps)
- Pupils have access to maps and atlases during lessons to support their learning.
- Designated geography learning blocks for each year groups for wider coverage of Geography within the school.
- NC Objectives shared with teachers, which can be used to focus lessons around.
- Teachers to be supported by Geography Lead

### Assessment:

- Ongoing assessment within lessons
- Half termly Geography assessment updates on O track
- NC Coverage Sheet

### Monitoring:

- Learning walk/drop-ins scheduled
- Staff CPD built around monitoring outcomes
- Staff highlight the NC Coverage Sheet after completion
- Termly feedback from Geography Lead

## Impact:

The pupils **will become** Geographers by showing an interest in the world around them. The children are beginning to know more about their local area of Coleshill and the City of Birmingham.

All pupils, except those with Significant barriers, will meet ARE.

They can differentiate between manmade and natural sites.

### Teacher CPD/monitoring (2021/22):

Whole school-book scrutiny Termly.

Geography briefing at the beginning of the term and end of the term to update and inform on learning & progression.

Termly meeting with Geography Lead to share concerns or raise queries.

Seek CPD opportunities off local secondary School from their subject specialists.

### Community/families:

Celebrating different festivals and cultures from around the world.

Planning multi-cultural days and parent workshops.