



Geography at St. Margaret's Intent, Implementation & Impact

Everyone is valued. Everyone is motivated. Everyone achieves.

Intent

Geography teaching at St. Margaret's aims to inspire a fascination for the world that the children live in as well as developing a natural curiosity for other geographical processes and the Earth as whole. It will provide children with enriching opportunities to investigate places, processes and cultures as well as improving their vocabulary, map skills and geographical knowledge.

In addition to meeting the aims of the national curriculum, through bespoke planning, our lessons aim to encourage independent thinking, allow opportunities for reflection, and enables pupils to become problem solvers and find solutions to issues that occur in the natural world.

Implementation

Two key documents set out our curriculum design for geography. Our geography progression map shows the key knowledge and skills that our children should acquire each year, with a clear sequence of learning that builds year on year, across Key Stage 2. Secondly, there is an overview of the planned topics for each year group across Key Stage 2, including a summary of key learning points. Our 'Key Expectations' document outlines the key elements that will be found in our geography lessons in terms of lesson structure, planning and assessment.

Children will be taught geography in three half-termly blocks throughout the year. We use 'Digimaps' to provide creative, hands-on ways to create and explore maps and use Geographical Association resources where suitable. We carefully devise topics that enable pupils to learn explicit geography skills and knowledge whilst making relevant links with other subject areas e.g. reading compatible books in English. By making these connections, we build geographical knowledge/skills and those of other subjects in a sustainable and complementary way.

In lower KS2, children build on a range of skills taught from previous learning (KS1) using atlases, photographs and maps including digital mapping. They explore the local area to make comparisons between where they live and a contrasting place in Britain. As the children progress through KS2, they begin to explore the wider world, ask and answer geographical questions and further develop their fieldwork skills.

Lessons include regularly revisiting previous knowledge and geographical/fieldwork skills through flashbacks as well as introducing new knowledge, skills and challenges. Throughout the school, creative and enriching planning ensures children are provided with opportunities for enriching fieldwork that makes use of school grounds and the locality in addition to field trips.

Impact

Through the high expectations set by the subject leader and effective implementation of the geography curriculum our pupils will develop a love of the natural world, have a desire to positively contribute to their environment and care for the future of the planet.

Through learning walks, book analysis and pupil interviews, the children will display their ability to use and understand subject-specific vocabulary accurately and with confidence, understand the different strands of geography (contextual world knowledge, understanding condition and geographical enquiry) along with developing their knowledge of human and physical processes. Children will improve their ability to interpret graphs, data and charts allowing them to become independent thinkers and critically analyse changes over time, patterns, features and distribution. They will improve their enquiry skills developing their ability to observe, collect, analyse and evaluate a range of data.

Pupils are monitored every half term against lesson objectives, geographical knowledge and skills using year group tracking grids. On a lesson-by-lesson basis, teachers use verbal feedback and interventions to ensure misconceptions are addressed.

Children will leave KS2 with an enthusiasm for geography and the ability to speak clearly about their learning, skills and knowledge. They value their world and feel motivated to learn more about their natural environment.

We measure, assess and monitor the impact of the curriculum through the following:

- 🌐 Pupil self-evaluation and peer evaluation
- 🌐 Monitoring of pupil voice to check pupils have retained knowledge/skills
- 🌐 Children should have acquired key vocabulary and concepts/knowledge
- 🌐 Formative assessment used to diagnose and address learning gaps
- 🌐 End of block formative assessments/termly and end of year summative assessments
- 🌐 Assessment/Outcomes – Attainment against expected outcomes during the year and at the end of each year
- 🌐 Assessment/Outcomes – Progress made from individual starting points
- 🌐 Analysis of assessment, diagnosing knowledge and learning gaps
- 🌐 Monitoring – of books and outcomes to check curriculum delivery, quality learning and pupil understanding
- 🌐 Monitoring – Learning walks to check learning is delivered effectively
- 🌐 Monitoring – subject leads reflect and analyse effectiveness of curriculum teaching and learning
- 🌐 Monitoring – subject leads check that the curriculum meets the needs of all pupils through quality teaching, with tailored support and intervention where appropriate
- 🌐 Reflective staff feedback, joint staff sessions and questionnaires inform CPD to maintain and enhance teacher expertise

The vast majority of children reach end of year or end of key stage expectations.