



Be . Build . Become

Geography

Our Geography Curriculum

Our Geography Education will inspire pupil's curiosity about the world around them and their place in it. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments.

They will grow in understanding of the Earth's key physical and human features. As pupil's progress through the school, their growing knowledge about the world will provoke thought and questions, encouraging children to discover answers through exploration and research.

Through immersive topics, we hope children will be inspired to share their understanding of contemporary issues in our community and the wider environment. .

How we teach Geography

The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge and skills.

Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world.

Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly.

Each academic year, Geography begins with essential skills and knowledge projects. These projects enables children to be introduced to or revisit critical geographic concepts, aspects, skills and knowledge. This prepares children for the study of more thematic geography the following term. Throughout the geography scheme, there is complete coverage of all national curriculum programmes of study.

How we monitor the impact of our teaching of Geography

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are looked at and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.