

# GEOGRAPHY

Summary Document 2023-2024

*We live and work in harmony  
with love for one another  
so we can achieve our potential  
within a community of life-long learners.*

The whole experience of Geography is in line with our vision (above). In particular, this is evident in **1. Geography is taught as part of a topic-based curriculum where staff work hard to plan and organise tasks which are in harmony with their topic themes; 2. Where possible, members of the wider school and local community are involved in sharing their relevant expertise with the children; and 3. Staff engage in a variety of personal research and training in order to present their topics in as interesting a way as possible, demonstrating their commitment to life-long learning.**

The Geography Big Ideas are:

Physical and Human Features	Significant Places	Interpreting Data	Communicating Data	Fieldwork
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## Threads and Neurons in the Geography Curriculum

Descriptor	Evidence
An ambitious curriculum that gives <b>all</b> learners the knowledge and cultural capital they need	Teaching begins in reception with Geography at a personal level and then in KSI at a local level, moving on to national and then international topics, expanding the children's knowledge in an age-appropriate way as they move through the school. This learning is supported wherever possible with educational visits to enhance and contextualise. The curriculum is topic-based, many of these having Geography firmly at their core, and teachers have worked hard to design learning in all subjects to flow from and around these central elements. Wherever possible, activities are practically based to maximise accessibility for all. For example: Reception – exploring contrasting localities, e.g. Kenya through 'Handa's Surprise' Year 1 – village walk Year 2 – Following a map Year 3 – Visitor in to talk about mountain climbing Year 4 – Visit to Ely Fenland Museum Year 5 – Orienteering at Burwell Year 6 - Orienteering at Grafham Water
Coherently sequenced planning	Geography planning has been organised to follow the Threads and Neurons of the curriculum. This means that the six termly threads of: Identity, Our Story so Far, Our Environment – Local and Global, Community – Empathy, Growth and Changes; and Curiosity have been used as a structure on which to hang and thematically organise the Geography curriculum throughout the school. The neurons are the means by which learning is planned so as to be progressive across the year groups – for example when using maps, the children move from understanding that a map represents a place in Year 1, through to following a route on a map in lower KSII, then on to finding places and identifying features on a world map in upper KSII and using grid references. As a staff skill progression has been looked at across year groups to ensure progression.

Skills to support employment	Skills gained from the Geography curriculum help the children to better understand the world's people, places and environments and the interactions between them – whether at a local, national or global scale. Given the growing importance of climate change, geographical perspectives should enable the children to improve their stewardship of natural resources and therefore help protect the environment.
Holding the same high ambitions for all pupils, with the curriculum tailored to support those of high need	The curriculum is topic-based, many of these having Geography firmly at their core, and teachers have worked hard to design learning in all subjects to flow from and around these central elements. Encouraging the children to, for example, develop the skills of analysis, and to use those to illustrate the past, explain the present and help prepare for the future are just a few ways that the curriculum endows children with abilities which will endure for their future lives. Wherever possible, activities are practically based to maximise accessibility for all and to bring the subject matter to life. However, adjustments are made as required in terms of depth of content and recording of information.
Explore the full curriculum, including cross-curricular links	Teachers have worked hard to organise and plan the learning so that it includes as many cross-curricular links as possible. For example: Year 4 study of Europe day includes learning about a dance from another country in PE and food preparation/tasting. In Year 6 incorporating food technology with the topic of Black and British with its focus on Windrush.

### Delivering the Geography Curriculum

Descriptor	Evidence
High level of teachers' subject knowledge and quality CPD	The subject Leader has conducted a survey by speaking to Class Teachers to establish their views on their subject knowledge and to see where support may be required. The Geographical Association has been joined and specific text books bought to enhance subject knowledge. Skills across year groups have been discussed. The subject leader attends termly network meetings.
Effective delivery by teaching staff	Pupil voice and book scrutiny are undertaken annually. Learning walks are also undertaken. Feedback is given to staff via CPD where observations are shared and ideas for support given and discussed.
Effective assessment and rapid feedback for pupils that also informs planning	Book scrutiny has revealed that teachers are following the marking policy and using clear. Misconceptions are identified by and clarified with teacher comment and/or, where appropriate, with further input. End of unit assessments are also completed.
Teaching of the subject is designed to enable pupils to remember learning in the long term and integrate new concepts	This remains an area of focus under the curriculum. Through the development of KSO documents (Knowledge, Skills and Objectives) and skills progression this has helped teachers build on prior knowledge and make links with learning.
Assessment is informative, useful and smart	Where appropriate, especially where topics are new, teachers in upper KSII have introduced feedback sessions, affording children the opportunity to peer review and learn from successful examples. Again, where appropriate, planning has been adjusted for future sessions where misconceptions may have arisen.
The environment and other resources support learning effectively	Topics are enriched with relevant texts and displays. There is an emphasis on key topic vocabulary. The local environment is used as a resource wherever possible to support effective learning. For example: Hedingham Castle – Year 3 Castle topic; Wandlebury Iron Age site – Year 3 Stone to Iron Age topic; Ely Fenland Museum – Year 4;

	These visits and the practical activities they afford create secure learning experiences for the children and help them form life-long memories.
Reading is integrated within this subject	Atlas work is integral and encourages the use and awareness of indexes and contents pages. In addition, displays which enrich Geography learning are supported with relevant texts which are well-used by pupils. Also, Geography based texts are used as part of guided reading (Year 3 – Recipes from around the world;) and as a basis for comprehension activities (Year 4 – The boy at the Back of the Class) and Year 6 (Windrush Child).

### Pupils achieve their potential in Geography

Descriptor	Evidence
Learners develop detailed knowledge and skills, which is evident in their attainment and progress	The subject leader has worked hard with Class Teachers to identify the “neurons” of Geography across the school and to support skill progression as children move through the Year groups. This should manifest in children not only widening their geographical knowledge but also broadening their understanding of how their learning fits together to form a more coherent whole.
Learners are ready for the next stage of their education	The Geography curriculum is designed to support children’s geographical understanding in an age-appropriate way, moving from the personal to the local, and from the local to the national and international. The skills taught in KSII are mapped out to prepare the children for the National Curriculum in KSIII, where teaching builds on from the teaching at the end of Year 6.
Learners apply good reading skills in this subject	As children move through the school, reading and the evaluation of the written word plays an increasingly important part in their geographical learning. Key topic words are displayed in classrooms.

### Specific Links to our Specialisms, Awards and Accreditations

Specialism, Award or Accreditation	Links with this Subject
 <p>RE graded ‘Excellent’ by SIAMS, Church School Status</p>	The study of people in human geography, teaching of tolerance and respect to those living in different localities throughout the world.
 <p>International School Award for outstanding development of the international dimension of the curriculum</p>	Food and diet study around the world and the different costs and content of a weekly shop. Link with Morocco and study of culture and life and differences between North Africa and Shelford.
 <p>Primary Science Quality Mark Award</p>	Through the study of how the landscape is formed, evolution, contrasting locations and geographical features.
 <p>School Games Silver Award</p>	The study of traditional dances from different countries.



Commitment to professional development, research, mentoring and coaching.

Geography subject leader briefings. Membership of the Geographical Association.



Commitment to prioritising music throughout and beyond the curriculum.