

## Curriculum Intent

What is our intent? What are we trying to achieve with our curriculum?

At Apley Wood Primary School, our aim is to offer a high-quality Geography education that will help pupils gain a coherent knowledge and understanding of their local area and the wider world. The progressive curriculum is designed to provide our children with the knowledge and skills appropriate to their year group through the teaching of substantive and disciplinary knowledge. With our motto 'feed the mind and free the imagination' we offer creative, exciting and challenging geography to capture the interest of our pupils.

The curriculum provides children with a foundation for understanding both their local geography and the wider world, an opportunity to explore current geographical issues, make comparisons between different parts of the world and gives children the enjoyment and curiosity to become enthusiastic geographers. We deliver the geography curriculum using a thematic approach and through developing transferable geographical skills and knowledge. We cover key themes, such as: the places and communities in which we live and work, environmental interaction and sustainable development and cultural understanding and diversity to ensure alignment with our whole school values (Building Learning Power). This enables children to develop a sense of self and awareness of their local community.

## Curriculum Implementation

How do we deliver and assess our curriculum?

Our Geography curriculum teaches the key substantive knowledge and disciplinary knowledge (skills) children need through each key stage which enables them to become enthusiastic geographers. We offer exciting and engaging learning opportunities through lessons, visits, trips and workshops to make learning memorable, give a context and relevance to their learning. We plan for strong cross-curricular links with Maths and English to enable children to embed and apply key knowledge.

How do we accomplish this?

We use a progressive curriculum that enables pupils to build upon their geographical knowledge of human and physical geography, locational knowledge, place knowledge and geographical skills and fieldwork. We ensure children make links between local or UK geography and world geography and provide them with frequent opportunities to explore and investigate different questions to help them reason, research and evaluate concepts such as: place, space, scale and interdependence.

There are two Geography topics taught in each year group, one taking place over a whole term and another over the course of a half term to ensure depth of teaching in the subject. Geographical links are also made throughout each term and topic within History, Maths, Science and PE topics. When a year group is studying their Geography topic, it is taught in an afternoon, once a week, where children experience a broad and balanced curriculum. Within all their topics, children are asked to develop their understanding of physical and human features, make comparisons including similarities and differences and use a range of evidence sources.

To allow children to know and remember more, Geography topics will be linked and where possible we revisit prior knowledge linked to local Geography. Our assessment documents clearly identify the key learning required by the end of each unit of work. Teachers assess children's vocabulary understanding at the start and end of each topic by completing a RAG rated vocabulary quiz in years 1-6.

Within EYFS, children are taught Geography through looking at the immediate world around them, with a particular focus on talking about what they observe in their natural surroundings, developing a sense of place and an understanding of positional language. This will enable them to develop an understanding of

similarities and differences between places as they move through school and draw on their experiences by what has been read in class. We also choose texts carefully in the Early Years to introduce children to key geographical concepts that will be revisited throughout their time in school.

Alongside Geography lessons, children use their geography knowledge throughout the year as a context for writing in English lessons. Guided reading texts are also often linked to geography topics. Each term, a homework project is set and this can be linked to the Geography topic that the children have been studying in class to promote enthusiasm for geographical topics.

We use a range of resources throughout the school to ensure that all children's needs are met, lessons are delivered in engaging contexts and to deepen different types of knowledge. Pupils who develop their understanding rapidly are challenged by being offered the opportunity to delve deeper into the impact of human geography on physical geography, including exploration of significant geographical issues. They are encouraged to make clear comparisons between contrasting geographical areas using a range of sources. Those who do not have a concrete understanding of their local area and the world consolidate their understanding through repetition of key knowledge and creative opportunities to overlearn.

### **Curriculum Impact**

What is the impact of our curriculum? What difference is our curriculum making to pupils?

Subject leaders, governors and senior leaders and teachers regularly measure the impact of the geography curriculum through termly book monitoring, learning walks, teacher questionnaires and pupil voice. In EYFS, observations and assessments are completed regularly throughout the week.

Throughout lessons, formative assessment takes place and feedback is given to pupils verbally or through written close the gap and extension tasks. This allows us to evaluate how well pupils understand each component part of their learning and how this is building to deep understanding of key concepts. Spelling and grammar errors will also be addressed through marking. Children's geographical knowledge is assessed in a range of ways, including: a knowledge quiz that is completed at the start and end of the topic and a vocabulary quiz. The outcomes of the assessments inform teachers' planning to ensure that they are meeting the needs of each pupil which allows them to progress in their geographical knowledge.

We aim for the impact to be that our children can effectively recall and build upon prior knowledge and skills to deepen their learning in geography and they are well prepared for the next stage of their education.