



Geography Curriculum Statement

Intent	Implementation	Impact
<p>Our intent for the Geography element of our school curriculum, at Teagues Bridge, is to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p> <p>Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p> <p>As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>	<p>The coverage of Geography as part of the Teagues Bridge curriculum is non-negotiable and will be followed by all staff in the school. Fixed timetables are set on a weekly basis and monitored by the Senior Leadership Team of the school. The subject leader for Geography will initially be from SLT and will work with another member of staff to co-ordinate the subject together, allowing for clear subject leadership and succession planning.</p> <p>Carefully designed schemes of learning in Geography, following the cornerstones planning and 2014 national curriculum, ensures consistency and progress of all learners. All year groups have specific topics, where geography is the main subject driver, allowing for the in depth knowledge and skills development in geography. Educational visits to support geography are undertaken throughout the school, including Weston park for Pond dipping and mapping and mapping of the local area. Geography is taught through a range of themes but plays a key role in the achievement of the learning aims of the whole topic.</p> <p>Learning objectives and success criteria are present in every Geography lesson are set in order to guide children to achieve their potential. This ensures work is demanding and matches the aims of the curriculum.</p>	<p>Our approach to teaching and learning in foundation subjects, and specifically geography, results in an engaging curriculum for all. This provides children with the foundations and knowledge for understanding the physical and human geography of both their local area and the wider world. Our geography curriculum also results in motivated learners with sound understanding of the geographical world around them.</p> <p>Engaging lessons which include real-life links allow children to become independent learners and develop an appreciation of the importance of geography in their local environment and the wider world.. Independent projects through the cornerstones innovate program, provide the opportunity for children to apply their learning from a topic, demonstrate their understanding and apply their geographical skills. These allow teachers to opportunity to assess what children have retained and understood from the topic.</p> <p>We track the impact of the children's learning in geography through regular quizzes linked the the geography knowledge organizers, linked to each topic. Learning through the use of pre and post unit quizzes, assessment for learning tasks throughout the topic and through teacher's questioning.</p> <p>Assessment for Learning reflections take place at the end of lessons and are used to show teachers what children have</p>

High quality teaching responds to the needs of children with prior learning and assessment for learning question being used to ensure the children are challenged at an appropriate level in each lesson. Marking is used to knowledge skills and knowledge have been gained and to address misconceptions in learning.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Teachers use specially designed flip charts that put each child in the shoes of a geographer, outlining the skills and knowledge a geographer would need in each area of the curriculum. This also allows children to think back to what they have learnt before and what they might need to learn in future lessons.

understood and provide the opportunity to identify misconceptions which need addressing in the next lesson.

Marking is used to address misconceptions, evaluate children's learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.