



## Geography at St Chad's

**A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.** The National Curriculum 2014

### Aims (Intent)

In Geography, it is important to develop the children's natural curiosity and fascination about the world and its people around them- Derby, the United Kingdom and the wider world. The children are introduced to a wide vocabulary of everyday geographical vocabulary- and, this is used well to develop a greater awareness of the world around them

At St Chad's, we aim to develop our children's knowledge about the world- so, they want to find out more...

- Locational knowledge
- Place knowledge
- Human and physical knowledge
- Geographical skills and fieldwork

At St Chad's, the children are inspired to be environmentally responsible- and, develop a better understanding of key environmental concerns in the locality and worldwide. In Geography, the children are motivated to learn more about the fragility of their world- so, they can help to protect it for future generations of St Chad's children.

### Organisation (Implementation)

At St Chad's, Geography is taught as part of the termly theme- with a big enquiry question to foster curiosity and provide focus for the teaching and learning across school.

At present, there is a three year cycle- due, to the need for mixed aged classes. Each year, the children experience...

Term 1: local geography- the physical/ human features of the school and its surrounding environment

Term 2: the United Kingdom- and, its surrounding seas

Term 3: the wider world- geographical similarities/ differences between the UK and contrasting non-European location

All children develop geographical skills and complete simple fieldwork in our outdoor learning environment.

Geography is for half term- so, the children complete three blocks of geographical studies during the year.

The children are taught primarily through the methods of geographical enquiry- using, a variety of resources to become independent and evaluative thinkers. This allows the children to ask and answer the big questions about the world (and its people) around them. The children are encouraged to actively explore these resources- and, be immersed in their learning. Geographical vocabulary is introduced- and, reinforced throughout the year.

- outdoor learning environment (field) with geographical equipment
- educational visits- and, special visitors to the school enrich the curriculum (and enhance the learning)
- drama- and, role play
- quality picture books and nonfiction texts (with maps/ photographs/ pictures)

The learning environment reflects- and, enhances the teaching and learning of Geography across school.

### Assessment and Recording of Work (Impact)

At St Chad's, the impact of quality first teaching fosters a love- and, enthusiasm for Geography across school.

The children develop a natural curiosity and fascination about the world (and its people) around them- and, they talk confidently about their learning, using the appropriate geographical vocabulary to articulate information.

In Geography, high quality work is proudly recorded in a variety of appropriate ways

- individual theme books- with, structured worksheets and photographs of practical tasks
- corridor displays- with, some opportunities for interactive displays in the classroom

In Geography lessons, formative assessment is used to monitor the children's understanding- and, inform teaching strategy. This allows the teacher to address misconceptions- and, adapt the teaching accordingly.

At the end of the theme, the teacher is required to complete the pupil progress tracker (FFT). This allows teachers to monitor progress and attainment in Geography across the school. Also, "book looks" are completed regularly- and, teachers are encouraged to evaluate teaching and learning opportunities in Geography.