



Geography

The curriculum at Thrapston Primary School is built upon the values of Respect, Empathy, Ambition, Collaboration and Honesty, together with the British Values of Individual Liberty, Mutual Respect, Democracy and the Rule of Law, to ensure that every child reaches their full potential and is ready to embrace the next stage of their learning journey.

Intent:

It is Thrapston Primary School's intention to inspire children's curiosity and interest in the world they live in and its people, places, and cultures so they become confident global citizens.

In order to become nation builders, they need to know who they are and where they belong in the world. We intend to equip children with these skills through our teaching, providing opportunities to provoke thought, ask and answer questions, explore and research the world they are a part of.

At Thrapston Primary we want to:

- challenge perceptions and create openness and respect for others;
- build knowledge about our planet and develop the ability to respond to its issues in the future;
- instil enthusiasm for learning about geography and global citizenship;
- establish the confidence required to thrive in today's global community.

The Geography progression documents ensures that children have a varied, progressive, well-mapped curriculum that provides the opportunity for progression across the full breadth of the Geography National Curriculum for KS1 and KS2.

Implementation:

The Geography curriculum at Thrapston Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document.

Teachers can use this document to plan their lessons suitable to their class's interests and what they want to learn.

Cross curricular outcomes in geography are specifically planned for, with strong links between the geography curriculum and history lessons enabling further contextual learning.

Linked knowledge organisers enable children to learn and retain the important, useful and powerful vocabulary and knowledge contained within each topic.

When teaching Geography, the teachers follow the children's interests to ensure their learning is engaging, broad and balanced.

A variety of teaching approaches are used based on the teacher's judgement. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact:

In Geography at Thrapston Primary School, progress is measured through a child's ability to know more, remember more and explain more. We can see the outcomes in children's books, and through discussions with our children.

Progress can be measured in different ways:

- The use of questions ensures opportunities are built into the lesson for ongoing formative assessment.
- Attainment and progress can be measured across the school using quizzes and mind maps.
- Pupil Voice meetings are held termly.
- Moderation of pupil's books across classes, year groups and key stages.

Children who feel confident in their geographical knowledge and enquiry skills will be excited about geography, show that they are actively curious to learn more and will see the relevance of what they learn in geography lessons to the real world.