



## 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:

In Ancient Greek, 'geo' means 'the earth' and 'graph' means 'to write', therefore 'geography' means the study of the earth and everything on it! At Thrapston Primary School, it is our intention to inspire every child's curiosity and interest in the world and its people, places and cultures so they become confident global citizens. In order to successfully do this, all children need to know who they are in the world and the role they play in the future development of the world they live in.

Our geography curriculum is underpinned with our curriculum drivers: engagement, creativity and challenge and 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.

The intent of our geography curriculum at Thrapston Primary School is to:

- build knowledge about our planet and develop the ability to respond to its issues in the future;
- challenge perceptions and create openness and respect for others;
- establish the confidence required to thrive in today's global community.
- understand the complexity of the world, appreciating the diversity of cultures that exist across continents;
- instil enthusiasm for learning about geography and global citizenship.

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:**

Underpinning our geography curriculum are our key drivers: engagement, creativity and challenge. Teachers have designed and planned a curriculum that is challenging for all, but also engaging and fun, in line with the 2014 Primary National Curriculum in England.

Geography is taught alternately with History. This enables all children to develop a broad range of skills to develop their understanding of a range of humanities topics throughout their time at Thrapston Primary School. Clear links are made between the subjects, for example in Year 3 the children study the country of Italy before moving onto learning about the Romans and the impact on Britain.

Geography units have been carefully selected to elicit cross-curricular links with the wider school curriculum as regularly as possible and to support children's geographical development in line with our geography intent.

Teachers plan lessons for their class using our progression of knowledge and skills document which ensures a clear progression of learning throughout the children's time at Thrapston Primary School.

Teachers use a range of resources to support the planning and teaching of high-quality geography lessons. Many units link directly to the subscription site Oddizzi, however teachers adapt the suggested planning pathways to suit the learning to our school environment and the needs and interests of our children. For example, during the Year 5 unit on rivers, the children spend some time developing their understanding of the River Nene which passes through Thrapston.

When designing our geography curriculum, we have recognised that progress involves knowing more and remembering more: linked knowledge organisers enable children to learn and retain the important, useful and powerful vocabulary and knowledge contained within each topic and opportunities are regularly planned for children to revisit and recall star words and key information.

A variety of teaching approaches are used to support the high quality first teaching. The same high expectations are expected for all learners with scaffolding put in place to support those children less confident with their geographical skills and understanding. 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.

Teachers recognise the importance of utilising the local area: extensive opportunities for learning outside the classroom are embedded in practice to further develop the children's fieldwork and geographical enquiry skills.

## **Impact:**

In Geography at Thrapston Primary School, progress is measured through a child's ability to know more, remember more and explain more. Children's understanding is assessed at the end of every unit and these outcomes are shared with the subject lead and the Senior Leadership Team: children's yearly outcomes are shared with parents in the end of year report.

Progress can be measured in different ways:

- Teachers use of questioning, including enquiry-lead questioning, ensures opportunities are built into the lesson for ongoing formative assessment;
- Quizzes, games and short tasks are used regularly to measure and assess children's current understanding and as a basis for future lesson planning
- Pupil voice meetings are held during the year, from which next steps are identified by the subject lead and actions are implemented; follow up pupil voice meetings are conducted later in the year to assess the impact of this;
- Moderation of children's books across classes, year groups and key stages takes place at planned opportunities during the year to ensure a consistent approach is being followed;
- Summative assessments may take place at the end of a unit to assess children's understanding of a unit, alongside other formative assessments.

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.