



LAWFORD MEAD PRIMARY SCHOOL SUBJECT OVERVIEW

Geography

Intent

What we want our children to learn.

Our Geography curriculum aims to:

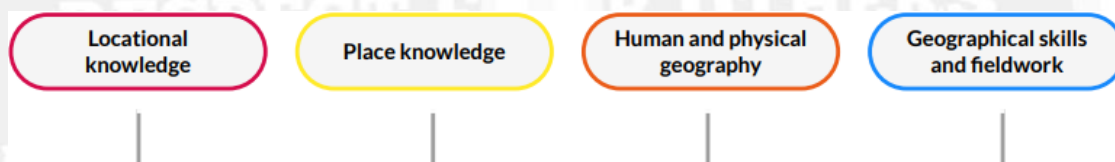
- Inspire children to explore and enquire about the world around them.
- Develop a geographical knowledge of the world, ensuring that all pupils have opportunities to recognise and identify with the world beyond their local area.
- Provide opportunities to conduct research using a wide range of geographical fieldwork skills both in the school grounds and in the surrounding area.
- Inspire children to care for the environment and have an appreciation for what the world can encourage them to do.
- Ensure children meet the Key Stage Attainment targets of the National Curriculum.
- Be accessible, engaging and challenging for all, regardless of circumstances or background.

Implementation

How we deliver that learning.

Our curriculum design:

- We use our own Geography curriculum which is based on the following principles:



Locational knowledge: helps children to develop their sense of place and identify, develop an appreciation of distance and scale, learn about the orientation of the world.

Place knowledge: builds on locational knowledge. Children not only locate a physical area on a map but also attach meaning to the 'space' so it becomes a place with similarities and differences to the places they are familiar with – their homes, classrooms, towns and cities.

Human and physical geography: a knowledge of human and physical processes helps children to describe and explain man-made and natural environments.

Geographical skills and fieldwork: skills that enable children to interpret maps, globes and atlases. Through fieldwork, children learn to observe and record the environment around them.

- This spiral curriculum provides a strong progression of knowledge and skills. Prior learning is revisited, built upon, and deepened each year: see [Geography Curriculum Document](#).
- Lessons open with 'Do Now' retrieval questions to recall and make connections to prior learning.
- Class teachers use adaptive teaching to ensure that lessons can be accessed by all pupils. This includes pre-teaching new vocabulary, using pictures or diagrams to record ideas, step by step instructions (including pictorial) and additional scaffolding. Teachers stretch pupils' learning when required.
- Enrichment activities offer further opportunities to explore Geography including school trips, local area walks and outdoor learning.

Our teaching and learning:

- Geography is taught across two/three half-terms a year for at least one hour per week.
- Lessons incorporate a range of teaching strategies to appeal to all learners: class discussion, independent tasks, paired, and group work.
- Curriculum books are used to record the children's learning.
- Topic-specific vocabulary is explicitly taught and explained; this vocabulary is displayed on the topic working wall to scaffold learning. See [Geography Vocabulary Progression Document](#).

Impact

How we know what children have learnt and how effective this has been.

Our children:

- Actively engage in their geography lessons, begin to explore fieldwork in their own localities and understand the place of geography in their own lives.
- Can actively discuss their geographical understanding and share their love for exploring new places beyond our local area.
- Feel inspired to continue developing their geographical knowledge and understanding as they progress to new settings.
- Meet the end of Key Stage Attainment Targets outlined in the National Curriculum for Geography, demonstrating a clear progression of knowledge and technical skills in this subject.

Our teachers:

- Use formative and summative assessment opportunities to review pupil progress: AfL, high-quality questioning and pre/post-assessment quizzes.
- Use assessment statements to determine which children are working at expected, with general supporting guidance to assess children at working below, working towards, working at expected, and working above. Teachers record this assessment termly on Insight: see [Geography Curriculum Document](#).
- Work with the Geography subject leader to identify children who require further support and those who require further challenge.

Our Geography subject leader:

- Supports teachers in the delivery of Geography by offering continuing professional development, guidance and support where needed.
- Works with teachers to monitor pupil progress termly; the Geography subject leader advises teachers to ensure that children who are not meeting age-related expectations are effectively supported.
- Evaluates the effectiveness of teaching and learning (pupil voice, book looks, informal drop-ins, and team teaching) and acts on this accordingly.