



Caring for Everyone, Learning Together,
Achievement for All

Geography at Beetham CE Primary School

Intent

At Beetham C of E Primary School we intend to deliver a curriculum which enables pupils to:

- Develop their curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Investigate a range of diverse places, people, resources and natural/human environments that will help develop their knowledge and understanding of the Earth's physical and human processes.
- Develop the ability to apply geographical skills and use geographical vocabulary
- Develop an excellent knowledge of where places are and what they are like, both in Britain and the wider world
- Develop an understanding of the ways in which places are interdependent and interconnected
- Develop an extensive base of geographical enquiry and the ability to apply questioning skills
- Develop efficient fieldwork skills enabling collection, interpretation and analysis of data
- Develop the ability to confidently communicate geographical information in a variety of ways
- Develop a genuine interest in the subject and a real sense of curiosity about the world and the people who live here
- Achieve in line with the National Curriculum and EYFS expectations.
- Apply geographical knowledge to other subject areas such as science and history

Implementation

Our implementation is developed through secure understanding of the curriculum and subject area.

Planning

In EYFS early geography skills and knowledge are developed through the area of Understanding of the World. Topics are planned to cover all areas of learning, additionally there are opportunities for learning to be directed by children's interests.

In Key Stages 1 and 2 topic teaching is used to progress children's knowledge and skills so that children can achieve depth in their learning. Each Key Stage has a long term plan with a geography topic planned for every term over the course of the year. Topics generally alternate with History topics although links are made, where appropriate, between the two subjects to develop knowledge and understanding. At the beginning of each topic children are able to convey what they know already as well as what they would like to find out. This informs the program of study and also ensures that lessons are relevant and take account of children's different starting points.

Throughout all year groups the school grounds and the local area are fully utilised to provide extensive opportunities for first hand experiences and learning outside of the classroom.

Assessment and Feedback

- Assessment informs the teaching and learning sequence and children work on the appropriate objectives following this assessment.
- 'In the moment' feedback is given on children's learning where possible otherwise written feedback is given as outlined in the school's Marking Policy.
- Formative assessment within every lesson helps teachers to identify the children who need support to achieve the intended outcome and those who are ready for greater stretch and challenge through planned questioning or additional activities.
- Once a year, KS1 & KS2 teachers make an assessment of pupil's progress and add this information to the school tracking system. EYFS teachers assess as part of their on-going practice and observation, assessments are made against the Development Matters age bands, this then feeds into the Tapestry program.
- Results are reported to parents in the end of year report

Impact

In EYFS achievements are evidenced through the individual children's Tapestry Learning Journals. In Key Stages 1 and 2 outcomes in topic books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. The children also develop an appreciation of their local area and its place within the wider geographical context.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the EYFS and National Curriculum but also to prepare them to be competent geographers beyond primary education.