



# Geography



## Intent

We all live in an interconnected world and Geography helps us to explain how we are connected. At Harbinger Primary School, we aim to develop the children's love for the world around them through Geography to inspire a curiosity about the planet. In order to do this, we follow the programme of study of the National Curriculum for Geography. Our teaching equips pupils with knowledge about places and people, resources in the environment and an understanding of the interaction between physical and human processes that have shaped our landscape and environments. Geographical knowledge, understanding and skills provide the framework to explain how the Earth's features are shaped, interconnected and change over time. We also want the children to develop geographical skills: collecting and analysing data, using maps, atlases, globes, aerial photographs and digital mapping to name, identify and locate countries, continents and oceans. We want the children to be able to communicate their learning in a variety of ways including sketch maps with a key and diagrams, tables, graphs and writing. We want the children to enjoy and love learning about Geography both inside and outside the classroom, including educational visits to develop fieldwork and to practice their geographical skills.



## SEND Provision

An inclusive environment in Geography is vital for all children. When Geography units are planned and designed, consideration is taken to minimise any potential barriers so that all pupils can fully take part. To overcome any barriers in participating and learning, some modifications or adjustments will be made to include everyone. Support is provided in line with our whole school commitment to inclusion. Differentiation through adult support, task or resources will be available when necessary. Where appropriate, children may be pre-taught vocabulary for a specific topic/lesson so that the child/children can focus on the geographical skill. Children that are not secure can then be given additional activities to provide them with further opportunities to show that they are secure, possibly gathering evidence in a different way, for example verbally in a small group context. If children are still not secure in the knowledge and skills, further opportunities will be provided, later in the year, for them to revisit them.



## Enrichment

We enhance the Geography curriculum with extensive fieldwork opportunities, by specifically planning a 'Map It' topic in every year group. This ensures all year groups participate in fieldwork, either at school or dedicated trips to local areas.

In the future, we are looking to start an Orienteering Club as a part of our after school provision.



## Implementation

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. We ensure that Geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues in Upper Key Stage 2. This approach is crucial for all learners in all key stages, but we recognise that it is of value in our context, due to the higher-than-average proportion of students who are disadvantaged or with SEND. Through our planning and implementation, we aim to grow children's subject vocabulary through learning the definitions of key words to link to each lesson as vocabulary is a key driver as a high proportion of students start school with levels of vocabulary that are lower than is typical for their age.

### **Assessment**

At the beginning of each half-term unit, children will participate in an informal assessment about the next half-term's learning. When the unit of learning is complete, the children will re-take the assessment. By looking at both assessments side-by-side, it will show the development of the student's knowledge and skills. Furthermore, teachers and the Humanities Leader will evaluate and assess children's work against statements that describe age-related expectations outcomes.

### **Monitoring**

The Humanities Leader, SLT and the Local Authority will monitor the teaching and learning of Geography in line with the school development plan and the expectations of our curriculum intent. Monitoring will take place in the following ways, including: work scrutinies, planning scrutinies, lesson observations & pupil conferencing.

### **CPD**

The Humanities Lead will lead on the dissemination of good practice in the subject through leading INSET, staff meetings and team-teaching lessons to support teacher's subject knowledge. The school's monitoring, evaluation and development schedule provides an overview of the Geography-related staff meetings, to develop teachers' professional subject knowledge.



## Impact

At Harbinger Primary School, children develop a real sense of curiosity to find out about the world and the people who live there, through their learning of Geography. Children understand how Geography has shaped their lives and the world today. Continuing to build on their knowledge, we hope that the children will continue to be interested in the developments of our planet throughout their life. Children have a good understanding of locational knowledge and have an understanding of where places are and what they are like. As children progress through the school, they develop knowledge of the world around them and can also think about their local area and its place within the wider world. Additionally, we aim that our children will have the ability to form opinions, take responsibility and share an understanding about current and contemporary issues in society and the environment.