**St Mary’s RC Primary School – How do we teach Geography?**

**Intent:**

At St Mary’s RC Primary School, geography education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. (The 2014 Primary National Curriculum in England) Geography teaching at St Mary’s Primary School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching geography in our school are:

• To inspire pupils’ curiosity to discover more about the world

• To enable children to know about the location of the world’s continents, countries, cities, seas and oceans.

• To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.

• To help children understand how the human and physical features of a place shapes it location and can change over time.

• To provide opportunities to study mathematics across the curriculum through geography lessons

**Implementation:**

To ensure 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 termly topic, focusing on knowledge and skills stated in the National Curriculum. At St Mary’s Primary School, 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.

The geography curriculum at St Mary’s 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. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher’s judgement.

Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. At St Mary’s Primary School we provide a variety of opportunities for geography learning inside and outside the classroom. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At St Mary’s Primary School, the children have had opportunities to experience geography on educational visits. Partnering with other schools, we have taken part in several local projects focusing on different areas of Chipping.

**Impact:**

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Annual reporting of standards across the curriculum.
* Marking of written work in books.

Reviewed Annually