



# Subject routeway

## Subject: Geography

### 1. Curriculum intent:

We study Geography to understand the physical and human world around us and know how the world has come to be the way it is. It gives us an appreciation of the lives of others and the diversity of the environments and cultures of people around the world. It builds children's understanding and respect for their own and other cultures, and for the environment. We developed our own Big Life Schools curriculum which is based on the National Curriculum and the Statutory Framework for EYFS. We want our Geography curriculum to inspire pupils with a curiosity and fascination about the world and its peoples.

At Unity we are aware that Geography underpins wider learning in history, languages, RE and PSHE, as children develop a deep respect for diverse cultures.

As a Rights Respecting School, we believe it is essential to teach children about their diverse heritage. We also use our geography lessons to teach children about how the rights of children differ around the world.

### 2. Implementation

Geography plans at Unity are adapted regularly so that lessons respond to the needs of the pupils. Starting with children's experience of their local environment and building on the international links that so many of our families have, we encourage children to think geographically about the world around them.

In EYFS, children engage with geography by exploring the world around them. Pupils begin to explore different countries, languages, and the local environment. Children begin to gain a sense of both human and physical geography, and through exploration of the local environment, pupils will gain their first experiences of field work by drawing maps.

In Key Stage 1, children are introduced to Britain's geography: the 4 countries, key cities and its place in the world. Children work on their map skills as part of field work.

In Key Stage 2, children explore both physical and human geography in much more detail and understand these geographical features in the UK and in the wider world. Children gain a deeper understanding of physical features and explore how human activity has impacted the planet. In Year 6 during the residential trip to Ghyll Head in the Lake District, children undertake orienteering activities and have the opportunity to experience physical geography outside of the classroom.

We draw on the varied physical geography, museums and universities of the North West to give children first hand experiences of a range of urban and rural environments and geographical phenomena. We work with our families to celebrate their international links and to value the different cultures, religions and languages we have within our school communities.

### 3. Impact

Milestones at Unity are based on the Clive Davies' 'How to Assess a Knowledge-Rich Curriculum - Focusing on 'sticky knowledge' in science, history & geography,' which we used to help shape our curriculum. Assessment from EYFS to Year 6 is done in every lesson to ensure that pupils are reaching these milestones. We use assessment for learning techniques and in each lesson to address misconceptions and ascertain if the lesson objective has been met.

Questioning and independent work is the biggest indicator of if a child has acquired the necessary knowledge from a lesson and reached their milestone. However, we want our pupils to recall knowledge from previous topics, and use metacognitive techniques to build schema between themes. In Years 1-6, we do this by using low-stakes, flashback quizzes which ask a question about previous topics. Furthermore, at the end of each unit, pupils will complete a Proof of Progress page in their books.

### 4. Inclusion

At Unity Community Primary School, we work hard to ensure that every member of our school community enjoys being a historian and fulfils their potential. We use strength-based approaches to ensure that every child gains an understanding of the past. Each lesson utilises quality-first teaching to ensure that resources are adapted to meet the needs of individual pupils, for example through the use of word mats, sentence scaffolds, non-written tasks and concrete resources.

Outside of the classroom, educational visits and activities are all carefully reviewed in line with the school's risk assessment policies. Pupils with additional and specific learning needs will receive an individualised risk assessment which ensures not only their safety, but that they are able to join in with important learning activities. These individualised education plans are created in conjunction with the class teacher, SENDCo and the child's parents.

### 5. Professional development

Professional development is delivered by the Subject Lead in conjunction with Deborah Cox (Curriculum Specialist). Our Subject Lead attends District Network meetings of Geography Leads. Staff meetings are also delivered to support teachers with their subject knowledge. Lesson observations and book looks allow staff to receive constructive feedback on their teaching.

*UN Convention on the Rights of the Child, Article 28 – Every child has the right to an education.*

