


 <b>INTENT: We aim to...</b> 			<b>Subject on a Page - Geography</b>		
Fire curiosity and fascination about the world and its people.	Teach knowledge about the world and the people in it that progresses from EYFS to Year 6.	Support pupils to gain a deep understanding of the Geography of their local area.	Develop contextual knowledge of the location of globally significant places	Teach children to interpret a range of sources of geographical information.	Enable children to experience fieldwork that deepens their geographical understanding.
 <b>IMPLEMENTATION: How do we achieve our aims?</b>					
<b>Planning:</b> We follow the Cornerstones Maestro scheme which provides Geography led projects at least every other term. The Geography projects are well sequenced to provide a coherent subject scheme that develops children's knowledge, skills and understanding. Geography lessons are carefully planned through our themes, so that valuable links can be made across other areas. A two-year, rolling programme maps out the coverage of the discrete teaching and learning opportunities for children to develop and embed specific skills. This ensures coverage of the National Curriculum, for Geography across Key Stage 1 and 2 and work within and beyond the Early Year's Framework across our Early Years Foundation Stage.			<b>Recording:</b> Children in EYFS record their Geography on Tapestry. The date and learning objective is recorded for each lesson. This platform includes photographs of activities, children's comments, thoughts and written work. Children refer to the book regularly to support retrieval. In KS1 and KS2, children have a topic book where their Geography work is recorded, and the date and objective recorded for each lesson. Each unit has a front sheet which includes the key learning, specific vocabulary, and where this topic fits in with prior knowledge.		
<b>Assessment:</b> Geography is assessed at the end of each taught unit using the assessment framework on Insight. Teachers also use the progression assessments embedded within Cornerstones to support AfL. Teachers use their professional judgement based on both oral and written responses. The subject leader collates the assessment grids and discusses with teachers any trends in gaps or misconceptions so these can be noted on assessment grids for the next teacher.			<b>Vocabulary:</b> Developing the use of the correct vocabulary in Geography is crucial and so key vocabulary is identified and listed for each unit of learning, with a particular emphasis on the locality of the school and local area. This is then used to assess knowledge and enables pupils to express and communicate their ideas and thoughts clearly and effectively.		
<b>Progression in Knowledge and Skills:</b> In conjunction with Cornerstones Maestro, we have a knowledge and skills progression document for Geography, which is used for planning, to ensure sequenced and appropriate content for specific year groups. Teachers are clear on the learning and expectations for each year group, as this has been carefully selected and mapped out so that children are building on prior knowledge and skills each term and each year. Within these documents there are opportunities for differentiation and independent learning to meet the needs of all learners.			<b>Values:</b> <b>Respectful:</b> We develop respect for our world and the diversity of people in it. <b>Aspirational:</b> We strive to learn more about the world and improve our knowledge and understanding of it. <b>Caring:</b> We develop empathy for the world and understand the need to care for it. <b>Integrity:</b> We demonstrate our own resilience and self-belief about the world. <b>Creative:</b> We think of different ways to learn about the world, and develop sensitivity and empathy for it. <b>Community minded:</b> We enjoy working together and learning more about our local and wider communities.		
<b>SEND:</b> All our children deserve full access to every aspect of Geography, and teachers carefully plan lessons to remove barriers for our children with additional needs. Our children with SEND access the Geography curriculum through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, and providing alternative ways of recording to demonstrate their understanding.			<b>EYFS:</b> Children develop a specific set of skills and knowledge appropriate to their age, as we prepare our children with the knowledge and skills they will need in Geography. As well as fieldwork and the discrete teaching of skills and knowledge, children in EYFS are given the opportunity to explore, investigate, question and continually practise and embed their language and leaning through the areas of provision set up in the indoor and outdoor learning environments. Children's personal experiences such as visiting parks, libraries and museums increase their knowledge and sense of their local and wider world around them.		
 <b>IMPACT: How do we know we have achieved our aims?</b>					
Children have a love for Geography and an interest in the world and its people.	Geography books and Tapestry show progression and a broad and balanced curriculum.	Children have a deep understanding of the Geography of their local area, including Donington on Bain and Lincolnshire.	Children have strong global locational knowledge and can name a wide range of places and their features around the world.	Children can use a range of geographical information including maps, diagrams, globes, aerial photographs.	Children can engage with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.