



What does the teaching of *geography* look like in this school?

Intent:

At Stanwick Primary, we are committed to the delivery of excellence in the teaching of geography. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. It helps to provoke and provide answers to questions about the natural and human aspects of the world and develops knowledge and skills that are transferrable to other curriculum areas.

At Stanwick Primary our intent, when teaching geography, is to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We frequently utilise our local area and community to enhance our curriculum. We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum.

At Stanwick Primary, using Curriculum Maestro, we aim to:

- Provide a curriculum that has a coherent and progressive framework that will allow children to *achieve* the breadth and depth of the national curriculum.
- *Inspire* in children a curiosity and fascination about the world and people within it.
- Equip children with knowledge about diverse places, people and resources and to *respect* and embrace these differences.
- Focus on how natural and human environments work together with a deeper understanding of the Earth's key physical and human processes as the children progress through school.
- Encourage the children to *care* for their local, national and international environment through geographical fieldwork in our school and wider community.

Implementation:

At Stanwick Primary, all key stages the geography curriculum has been carefully designed, planned and sequenced using our scheme, Curriculum Maestro, to ensure all four strands of the geography curriculum are progressive, engaging and provide a thematic approach to learning that is mapped to ensure comprehensive coverage of national expectations. It is based on a child-centred pedagogy called The Four Cornerstones (Engage - Develop - Innovate - Express) and is delivered through projects, which provide a subject driven, knowledge rich approach that ensures knowledge and skills are revisited to allow for consolidation, and creative links are made between all aspects of children's learning. All our geography projects are taught in the autumn and spring terms, with opportunities for schools to revisit less secure concepts in the summer term.

We teach the projects in a block to ensure immersion in the subject. This allows our children to have a greater retention of learning across topics taught throughout their time at Stanwick. The school and classroom environments encourage our pupils to engage, develop, innovate and express themselves through their own unique stage of learning. Each teacher has a geographical skills progression sheet to refer to. This ensures that all our pupils are reaching their full potential at Stanwick.

Key Stage 1

In Key Stage 1, each autumn term begins with essential skills and knowledge projects (Our Wonderful World in Year 1 and Let's Explore the World in Year 2). Teaching these projects in Years 1 and 2 enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects in the following term.

In the spring term of Year 1, children study the project Bright Lights, Big City. This project introduces children to the geography of urban environments and the physical and human features of the United Kingdom. In contrast, in the spring term of Year 2, children carry out a detailed study of coastal geography in the project Coastline. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

Lower Key Stage 2

In Lower Key Stage 2, children begin with essential skills and knowledge projects (One Planet, Our World in Year 3 and Interconnected World in Year 4). Teaching these projects in Years 3 and 4 enables children to further develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term.

In the spring term of Year 3, children study the project Rocks, Relics and Rumbles, which explores physical features and geographical phenomena, including earthquakes and volcanoes. In contrast, in the spring term of Year 4, children carry out a detailed study of the physical features of mountains and rivers, which includes opportunities for in-depth fieldwork.

Upper Key Stage 2

In Upper Key Stage 2, children again begin with essential skills and knowledge projects (Investigating Our World in Year 5 and Our Changing World in Year 6). Teaching these projects in Years 5 and 6 enables children to develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term.

In the spring term of Year 5, children study the seasonal project Sow, Grow and Farm, which explores farming, agriculture and rural land use. In the spring term of Year 6, children study the polar regions in the project Frozen Kingdoms. The project includes an in-depth analysis of the characteristics of these regions, including environmental issues.

Assessment

At Stanwick Academy, assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. At the start of each new topic, the children will complete a double-page spread, mind-map, to showcase any prior knowledge they have on the subject. This allows teachers to see what children have retained in geography from previous years but also any world experiences the children can bring into the teaching. At the end of the block of teaching, the children will return to their

double-page spread and in another colour add all their new knowledge and skills they have gained over the project.

Impact

We believe that the impact of using Curriculum Maestro as the basis of our curriculum is that geography learning is immersive, progressive and engaging. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge and apply it to their local community and the diverse world around them.