******Geography in our classrooms at Brampton Cortonwood Infant School**

**Our Approach**

The National Curriculum is taught through a theme-based approach. Where possible, opportunities for cross curricular links are highlighted giving a meaningful context for the learning. Teachers make it explicit to children that they are learning geography skills and that they are being ‘Geographers’. Wherever possible, we aim to build upon the child’s ‘Personal Geography’ by developing geographical skills, understanding and knowledge through studying places and themes. Our curriculum is based on the acquisition of knowledge, skills and vocabulary with a focus on children knowing more and remembering more. With clear progression across year groups, as demonstrated in our school’s progression model, this allows children to revisit and recap prior learning in order to embed skills and knowledge. Our geography curriculum encourages children to look closely at the world around them through engaging lessons and broadening children’s real-life experiences both inside and outside of school through educational visits, visitors and exploration. They develop locational and place knowledge, human and physical geography, geographical skills and fieldwork, starting with them and their locality and then branching out and examining the world. This enables children to become inquisitive, pose questions and seek answers by not only finding places and learning about the features but learning about different cultures, what challenges our planet faces which inspires them to become global, sustainable citizens.

**Our pupils’ Voice and Books**

>Pupil’s voice will show a developed understanding of the methods and skills of geographers at an age appropriate level.

> Pupils will have a secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge.

> Pupil’s voice will have progression of understanding, with appropriate vocabulary which supports and extends understanding when confidently discussing geography, their own work and identifying their own strengths and areas for development.

>Pupil’s quality of work in books will demonstrate appropriate pitch and challenge. It will be evident that children’s knowledge has increased compared to previous years. Pupils will be able to apply the knowledge and are beginning to think and work like ‘geographers.

**Our Environment**

>Teachers will have a geography themed provision area that supports that half terms geography through the teaching of the school’s half termly topics. These provision areas will include high quality texts, artefacts, resources, books, methods/questions and ideas. These areas will display carefully chosen vocabulary, which will all be updated when moving onto a new geography topic.

>EYFS teachers will enhance provision both inside and outside to support the teaching of geography (Understanding of the World) within appropriate areas.

**Our Teachers**

>Teachers will follow the progression model for geography which ensures appropriate coverage of knowledge, skills and vocabulary for each year group.

>Teachers will personally pursue support for any particular subject knowledge and skills gaps prior to teaching.

>Teachers will ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.

**>**Teachers will assess pupils through marking, formative and summative assessments, which will inform whether the pupil is ‘on track’ or ‘not on track’.

>Teachers when introducing a new topic in Geography pupil’s will have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge.

>Teachers will help pupils Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.

>Teachers will help pupils understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their age-appropriate progression model.

>Teachers will use the outdoors to help pupils understand process, map reading skills, directional language, and to develop pupils’ fieldwork skills based on their learning.

> >SEND children will be supported through writing scaffolds, split inputs, and guided writing groups.

**Our Lesson Structure**

>In our Geography lessons, you will see whole class teaching, group work and independent work.

>Children practise their skills (including map skills to develop a sense of place) and are supported through modelling and scaffold’s.

>Teaching encourages children to use subject specific vocabulary through discussion, research and reading and such information is displayed in the learning environment.

Lesson slide sequence:

* Share the WALT and topical vocabulary
* Share the steps to success
* Link to previous learning through a quiz
* Questions
* Practical introduction along with resources and materials to support that sessions learning

**Our Subject Lead’s Role**

>Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.

>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as geographers.

>Ensure an appropriate progression of geography skills and knowledge is in place over time so that pupils are supported to be the best geographers they can be, and challenge teachers to support struggling geographers and extend more competent ones.

>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

>Identify geographers who underpin specific areas of the curriculum and raise aspirations for pupils.

>Keep up to date with current geography research and subject development through an appropriate subject body or professional group.

>Monitor the quality of education provided during geography lessons to ensure that the quality provided for all pupils is good or better.

>Celebrate the successes of pupils through planned displays and collate appropriate evidence over time which evidences that pupils know more and remember more.

>Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.