

Why you teach it - your purpose of study

At Audlem, we want pupils to develop attitudes of curiosity, co-operation, perseverance, open mindedness and responsibility by assessing both the world and the people in their immediate surroundings as well as the world at large.

We teach children to be analytical by accessing geographical concepts through a variety of learning experiences including opportunities to investigate the locality of the school and to learn about and interpret information from a range of sources.

We want our children to have an enjoyable experience of geography, so that they will develop a deep and lasting interest and may be motivated to study geography further.

Geography at Audlem, is designed to develop the child's ability to observe and find patterns in observation, raise questions, experiment and investigate reason systematically and logically, solve problems and communicate their ideas with and to one another. In this way, we believe that their geography skills and geographical knowledge may complement other areas of the curriculum as well as bolster their individual cultural capital.

DESIGN

What you teach - your programme(s) of study

We believe that high-quality, hands-on geography lessons will inspire children to think innovatively and develop their natural curiosity. Our geography curriculum encourages children to develop a coherent knowledge and understanding of our country's landscape and how this compares to other European countries and lands within the other six continents, and crucially the effect humans can have on the natural environment.

Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In geography, children are expected to be reflective about their thinking. This should be made meaningful and as real as possible throughout the process, with evidence of age-related verbal and written reflection.

Geography at Audlem is developed to equip pupils to be observant, to measure and analyse data, weigh evidence, compare and contrast landscapes and cultures, value preciseness in their locational knowledge and skills, and to also consider geographical issues through an ethical lens. The pupils will gain knowledge of landmarks and areas of cultural, economic, ecological and technological significance.

DELIVERY

How you teach it - your delivery of the above

- Topic based lessons are taught at least once a week and also often as part of cross-curricular lessons.
- The core golden thread of skills has been identified and focused upon as part of the recovery curriculum and beyond
- The core golden thread of knowledge has also been identified and together with the key skills will be the basis of geography lesson plans:

Key Skills:

- **locating and identifying through map/tech work**
- **Navigation (using compasses, maps etc.)**
- **Observation in the field**
- **Data collection and recording**
- **Writing/presenting like a geographer.**

Key Knowledge:

- **Location (Where is it?)**
- **Key human features (man-made landmarks)**
- **Key physical features (natural landmarks)**
- **Climate (weather/temperature over time & what this means for vegetation etc.)**
- **Economy (how is the land used by its people/others?)**
- Geography is detailed extensively throughout curriculum map and links to the NC objectives.
- Where we live/how we live, farming, Great Fires, Global Gardens, Rainforests, Egyptians, Mountains/Volcanos, Roman Britain & Ancient Greeks, WW1, Anglo-Saxons/Vikings, Rivers & Canals, WW2, Mexico, Mayans.
- LOTC / Forest Schools implemented to give children hands-on geographical experiences through field studies and the use of the natural environment for navigation and identification purposes.
- In many classes, class books related to the topic are used as additional hooks
- In many classes, topic-related reading forms part of the Guided Reading carousel in order to promote additional book-based independent research.
- Computers are available for geographical research as well as interactive/downloadable online resources.
- Some resources are available in school though many of these are personal belongings of teachers.
- Progression of knowledge and skills monitored by Geography leader through assessment grids and red files.
- Links to Core and other foundation subjects are sought

- Opportunities are planned for knowledge to be revisited (both from current and previous years) to embed this.
- Some trips are booked with geography in mind – e.g. Carding Mill Valley
- Teachers show a high-level of subject knowledge in geography and seek advice/research when gaps identified.
- Creative, engaging, motivating, stimulating lessons incorporating the arts and outside learning as appropriate (while not taking the overall focus away from geographical knowledge and skills).

ACHIEVEMENT

So what - your evaluations of the above

Our geography curriculum is of a decent quality, and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through: a reflection on standards achieved against the planned outcomes; a celebration of learning for each term which demonstrates progression across the school; assessment of the skills and knowledge with our progressive statements documents and pupil discussions about their learning.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum

Developing	Secure	Embedded
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offer:

** Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
- Children are aware of the differences between History and Geography as opposed to 'topic' – particularly KS2. - Pupil voice surveys and interviews: Children across the school agree that Geography is 'interesting' with many describing it as 'fun' and 'exciting' - The recent Geography based trip to Carding Mill Valley was a resounding success both in terms of the children's enjoyment and the geography link work completed whilst on the site and back at school.	- Promote curiosity and a love of the world through geography, alongside the 5R's, through hooks, map work, texts, activities, LOTC, visits and the arts. - Reignite link with a 'Build Africa School' to enrich Global Learning across the whole school. - Ensure fieldwork and map work is taught throughout the school in a more progressive and hands-on way. - Create opportunities for virtual visits using VR equipment. - To promote key skills and knowledge to show the golden thread through the school's curriculum, as mentioned in the above Implementation section, through the Key Concepts (which will be used visibly in classrooms for the sake of metacognition). - To promote and showcase both disciplinary and substantive knowledge of geography through termly extended writing tasks which present an argument based on an enquiry question using research and/or data collection to justify their opinion.	- History forms the basis of a culture throughout the school where the chn think of the other years in terms of their history topics and look forward to particular ones. An aim is to create this same culture around the geographical topics as well. - Reworking of the curriculum order to better fit with the rest of the curriculum, and to switch Year 5's rivers and canals topic to South America which can incorporate these elements instead; Year 4 to have Romans and Mountains/Volcanos in Spring then Ancient Greece in the Summer with Earth and Air. (Roman Chester in Spring and no need for Carding Mill Valley in the Summer) - Chn should be taught to explain the difference between substantive and disciplinary geography. This will also be demonstrated specifically with a written article discussing a key geographical question like a geographer would e.g. 'How does the climate of Brazil affect their tourism?' or 'Are volcanos always a bad thing?'

		• Differentiation to address additional needs identified to be added to medium term plans (e.g. SEN children who engage with geography on a personalised level)
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** The table above should list the actions you have taken, or plan to take, to develop the subject further i.e. a summary of your action plan.*