



An Daras Trust

Princetown Primary School Subject Key Summary Points



Subject	Geography
Overall Curriculum	<p>Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world.</p> <p>Through our Geography units, we want children to be able to gain a better understanding of the world around us and how different countries and cultures contribute to ours. Geography links into our eco school status and along with Science, this subjects supports children in learning about our world and how to make it a better, more sustainable, place. As well as this, through Geography children will be able to make sense of their place in the world using maps and understanding their village in comparison to cities and other places. They will be taught to navigate using a wide range of resources including ordnance survey maps allowing them to make sense of the world, develop a passion for exploring and using nature as their playground.</p>
Pedagogy	<p>Geography teaching in the primary phase is about developing an understanding of our world, through first-hand experience, investigation and learning from secondary sources. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. Children are taught in their normal class group for geography and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning geographical work teachers are mindful of the ways in which pupils learn. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.</p> <p>Decisions about when to progress to greater depth standard should always be based on the security of pupils’ knowledge and understanding. Those pupils who grasp concepts rapidly should be challenged and given opportunities to extend their learning through child led enquiry, curiosity and questioning. Scaffolding is provided in all geography lessons for pupils who are working towards expected standard with differentiated steps.</p> <p>Understanding the World is part of the EYFS framework, which will guide pupils to make sense of their physical world through opportunities to explore, observe and find out about people, places and the environment.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any ‘reasonable adjustments’ needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p>
Assessment	<p>Pupils will demonstrate their geographical knowledge and understanding in ability in a variety of different ways and assessment in geography is regarded as an integral part of teaching and learning and a continuous process. It is the responsibility of the class teacher to assess all pupils in their class, mainly achieved through mini-plenaries, questioning, marking, T.A feedback, pupil self-assessment, KWL grids and quizzes.</p> <p>Itrack is used to monitor progress across the year.</p>

	A named member of the school governing body is briefed to monitor the subject.
Culture	<p>Geography helps pupils to gain a greater understanding of the ways of life and cultures of people in other places. It allows pupils to explore and understand space and place, recognising the great differences in cultures, economies, landscapes and environments across the world and exploring links between them. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment.</p> <p>Enrichment is planned for through other subjects, with a focus on outdoor learning and fieldwork.</p>
Systems	<p>The school follows the National Curriculum (2014) and teachers plan using our Long Term Horizontal Learning Map. Alongside History, Geography is a priority subject and is taught every term. Revision is embedded throughout the terms.</p> <p>The Geography Progression of Skills document is followed based on 6 areas;</p> <ul style="list-style-type: none"> • geographical enquiry and skills, • locational knowledge • place knowledge • human and physical geography • knowledge and understanding of environmental change and sustainable development • geographical and fieldwork skills <p>EYFS In EYFS they begin their journey by learning about their environment and familiar places to them. They begin to compare this to other countries around the world.</p> <p>KS1 In KS1, the children begin learning about continents, other countries around their world and use their prior knowledge from EYFS to shape their knowledge of the world around them. They will develop their knowledge of maps and put this knowledge into practise using the local area.</p> <p>KS2 Throughout KS2, the children continue to broaden their knowledge of continents and by the end of KS2 they will be able to confidently compare different countries and regions to their own. They will be able to confidently use maps to navigate and to analyse features. They will be able to confidently use geographical vocabulary.</p>
Policy/Key Documents	<ul style="list-style-type: none"> ▪ Whole School Long term horizontal curriculum map ▪ ADMAT Trust Skills Progression Map for Geography ▪ Knowledge and Skills organiser for Geography ▪ Geography policy <p><i>All of these can be found on our website under the curriculum/policies tab.</i></p>

Perceptions	Pupils Parents Staff Governors
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