



## Subject on a page - Geography

### Intent Statement

- Geography at William Booth is a subject that encourages children to be curious and explore the world that they live in. Our geography curriculum is made to be relevant to their lives which allows them to become fully immersed in their learning. They are given the opportunity to engage with local and global geographies which are developed on as the children move through school. They understand their impact on the world locally and globally, resulting in them feeling motivated to make a positive impact on the world that they live in.
- Children have opportunities to bring learning to life through the use of blended learning. Through blended learning, children have the chance to explore unfamiliar environments and also further enrich and develop their geographical skills.
- Geographical knowledge allows the children to ask questions about the physical world and the relationships that humans have with it. The disciplinary knowledge they gain will help them to develop geographical skills such as: asking questions; finding geographical information; organising information and analysing and answering questions. This disciplinary knowledge, alongside key geographical skills, aims to develop conscientious geographers with the ability to be curious and that are not afraid to explore the world that surrounds them.

### Implementation: Scheme

At William Booth, we have a thematic curriculum. Geography is the driver of our second theme in the spring term: 'Explore'. The learning is outlined in the following documents:

#### Knowledge Map

This is a knowledge coverage document outlining facts that children must be taught in each subject discipline.

#### Curriculum Map

This contains key skills children must learn within the subject discipline in order to apply disciplinary knowledge gained.

### Implementation: Resources

Visits and trips ensure all children are immersed in their learning.

Geography resources that enhance our curriculum (including maps linked to our local area) are accessible to teachers.

iPads enhance geography learning through VR experiences, green screen use as well as providing access to wealth of apps.

### Implementation: Curriculum links

- Geography runs throughout all of our themes, however, it plays a vital part in our 'Environment and Sustainability' theme in term 2 (Explore). This provides children with the opportunity to explore geographical concepts and knowledge across numerous subjects and apply geographical knowledge and skills as part of everyday learning.

### Implementation: Teaching and Learning approach

- Geography is a key thread that runs throughout all 3 themes in our curriculum. Geography knowledge builds as the children progress through the year and throughout their time at school and, through this knowledge, children are able to learn and apply skills related to being a geographer. Geography lessons are based on this key knowledge and these key skills.
- Children learn through key geographical concepts and vocabulary that are revisited and repeated as they progress through year groups. These can be seen clearly colour coded in whole school curriculum overview.

### **Implementation: Environment**

Rich classroom environments support learning.

Classroom environments reflect the theme learning. In spring term, the environment therefore reflects the geographical learning of each year group.

Key vocabulary and learning must be displayed on a theme working wall for use by the children.

### **Impact: Evidencing**

Work is completed in theme books as well as on iPads and recorded in Showbie. Use of digital outcomes is also used.

### **Implementation: Feedback**

Feedback is given to all children within lessons through live AfL. Children are given opportunities to discuss their understanding and knowledge and careful questioning not only assesses learning but also encourages deeper learning where appropriate.

Teachers use books and digital outputs to assess learning after every lesson and use this to inform future teaching and lessons and give feedback to pupils.

### **Implementation: How groups are supported**

**(SEND, GDS, PP, disadvantaged, EAL)**

Quality first teaching strategies support all learners.

Adaptive teaching strategies support all learners.

Tasks are amended so that all children can access the same learning.

Technology is used regularly to support all children such as the use of voice notes, colour coding and individualised lesson formatting.

A focus on understanding key vocabulary is used to support learners.

Careful questioning to enable children to think more deeply about the language

### **Impact: Assessment**

Retrieval tasks are regularly used to assess prior learning as well as assess knowledge understanding and retention.

AfL occurs regularly in lessons to identify gaps.

Subject Evaluation takes place at the end of the spring term by the geography lead to assess learning completed and the sequencing of learning as well as how well knowledge is retained and applied.

### **Impact: Subject Evaluation Process**

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)