
Geography

How are we supposed to understand current events if we don't know Geography?

'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And, in the end, it's about using all that knowledge to help bridge divides and bring people together.' Barack Obama



Intent

At St. Augustine's, our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing the children with opportunities to investigate and make enquiries about the local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

We are also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings.

We firmly believe that geography is best learnt through first hand experience so field trips are key to the curriculum.



Implementation

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of termly topics, focusing on knowledge and skills stated in the National Curriculum. At St. Augustine's, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The geography curriculum provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document.



Teachers use this document to plan their geography lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching geography, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement.

Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces.

We provide a variety of opportunities for geography learning inside and outside the classroom.

Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. The children have many opportunities to experience geography on educational visits. The children explore the local area including orienteering within the school grounds and conducting studies in our forest classroom. Local museums also provide an opportunity to further geography learning, as well as trips to local woods, beaches and using map reading skills during residential trips.



Impact

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.