



## A School Family Learning for Life in all its Fullness (John 10:10)

**Flourish**

**Aspire**

**Achieve**

**Our Values and Expectations**

**Curriculum Threads**

**Our Values**

**Our Place in the World**

**Our Well-Being**

**Our Voice**

**Our Aspirations**

**Intention**

**Subject**

**Geography**

At Mary Dean's our aim is to provide a rich and varied curriculum, focused on the delivery of the knowledge, skills, attitudes and values we feel every child needs – thus providing the basis for academic success, a life-long love of learning, and ultimately for our pupils to flourish, aspire and achieve.

The National Curriculum 2014 underpins Mary Dean's Geography policy. Throughout a child's time at Mary Dean's, they will learn the four vital skills to enhance their learning of Geography which are:

- \*Locational Knowledge.
- \*Place Knowledge.
- \*Human and Physical Characteristics.
- \*Fieldwork.

Through our Geography units, we want children to be able to gain a better understanding of the world around them and how different countries and cultures contribute to ours. Geography links into our eco schools learning and along with science. This subject 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.

Mary Dean's is a Church of England Primary School and therefore Christian values underpin everything we do here. We want our children to learn to develop empathy and respect for others; to broaden their understanding of diversity; to develop an understanding of the wider world and how they can contribute to it as good citizens. Our children are encouraged to voice their views and opinions across the curriculum. They are encouraged to take responsibility in leading their own learning. In short, we want them to "Aspire, Flourish and Achieve". With these values and the above context in mind, we aim for our geography curriculum to be global, inclusive, challenging, child centred and driven.

**Implementation**

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

	<p>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 (adaptive learning).</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> <p><b>EYFS</b> In the early years children begin their journey by learning about their immediate environment, looking at the school grounds, the surrounding village of Tamerton Foliot and places that are familiar to them. They then begin to compare this to other places, eg Africa, during their 'African Animals' topic.</p> <p><b>KS1</b> In KS1 the children begin to learn about the continents, other countries around the world and use their prior learning 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><b>KS2</b> Throughout KS2 the children continue to broaden their knowledge of the continents and by the end of this key stage they will be able to confidently compare different areas 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 and understand geographical vocabulary.</p>
<b>Impact</b>	<p>The following outcomes are what we aspire to achieve:</p> <p>Pupils will demonstrate their geographical knowledge and understanding in a number of different ways and assessment in geography is regarded as an integral part of teaching and learning and a continual process. It is the responsibility of the class teacher to assess all the pupils in their class through the use of mini quizzes, class discussion, pupil conferencing, teacher and peer assessment feedback, and</p>

		<p>marking. This data is uploaded to the school's Google Drive spreadsheet at the end of a teaching unit and used to inform planning for next steps and supports the writing of end of year reports for pupils.</p>
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The subject is reviewed and monitored by the subject leader who carries out pupil questionnaires, book and planning scrutinies, lesson visits, learning walks and discussions with class teachers.

Summary statement:

We want Mary Dean's children to leave Mary Dean's as Geographers being able to use their knowledge and skills to explore their locality and the world around them.