

Geography at Thornton Primary School

Geography Intent:

The teaching of Geography at Thornton Primary School will help pupils to gain knowledge of location, place, aspects of human and physical geography and acquire a range of geographical skills and experiences through fieldwork.

Thornton Primary School's Geography curriculum will address barriers to learning and develop cultural capital by:

- Providing an opportunity to explore the geography of the local area and further afield through fieldwork opportunities.
- Be introduced to areas of significant geographical interest both locally, nationally and globally.
- Learn about famous geographers.
- Provide opportunities to meet and talk to geography specialists, secondary teachers and university professors and peoples whose careers are geography based.
- Use computer software to identify places in the world and understand their physical and human characteristics.
- Use GPS systems
- Develop pupils' geographical vocabulary development through subject specific Tier 3 vocabulary.
- Develop pupils' reading skills across the curriculum through the use of a range of reading material with differing text complexity.
- Develop pupils' general knowledge skills alongside subject specific knowledge (developing the background knowledge of the world pupils need for inference and understanding)
- Provide writing opportunities to apply new knowledge in a different way.
- Develop pupils' understanding of British values.

Where we are with Geography:

Geographical concepts, knowledge and understanding are taught through specific units. Lessons are taught weekly every other half term. The curriculum has been sourced from Twinkl schemes of work and also through the development of the school's own curriculum plans to ensure our curriculum draws on local human and physical geography and significant places of interest. The topics have been organised to provide progression of knowledge in relation to knowledge and the development of key skills. This is particularly evident in pupils' progressive understanding of location and place which builds from local to global. Other aspects such as map skills are built up progressively. Carefully selected enrichment opportunities enhance pupils' learning.

Curriculum organisation and timetabling enable pupils to have opportunities for constant recapping of knowledge and skills with well-spaced reviews within teaching to aid teacher assessment. This recapping of learning helps to embed learning into pupils' long-term memory. It also helps to clarify technical terms and check pupils' understanding as well as providing an opportunity to engage with content.

Knowledge organisers are used to provide transparency, an overview of pre-teach content and also a means of tracking knowledge, skills and the understanding of concepts through retrieval exercises.

By the end of each Key Stage, pupils will know, be able to apply and understand the matters, skills and processes specified in the programmes of study in the National Curriculum.

How we are developing Geography:

- Developing the use of children's vocabulary.
- Opportunities to use computer software and GPS systems.
- Providing more opportunities for children to extend their knowledge of place and location by visits and experience fieldwork activities.
- Regular formal and informal opportunities for children to recall and demonstrate key knowledge and skills.

Impact of Geography:

Children will be able to confidently discuss the local area in terms of their geographical knowledge. They will be able to compare different locations in the UK and in the world. They will progressively develop their map skills as they move up the school. They will have the opportunity to experience using computer software to explore physical and human features.

How we measure impact:

- Assessment tasks and regular retrieval activities
- In-school attainment tracking
- Engagement in enrichment activities
- Pupil voice – questionnaires and discussions
- Subject Leader monitoring – Lesson visits, scrutiny of books, assessment and teacher questionnaires
- Governor monitoring
- Teacher questionnaires

Data: % Expected+ (2023-2024)

Y1: 86%	Y4: 95%
Y2: 93%	Y5: 84%
Y3: 86%	Y6: 93%

