

Intent

- At Chorlton Park we believe Geography is an opportunity to develop children's curiosity about the fair world and to help them become well-informed, responsible citizens of the world.
- Our curriculum is broad and balanced, which allows children to acquire and embed a range of knowledge, skills and understanding.
- In Early Years, we teach 'Understanding the World' through our topic teaching as well as in the continuous provision, indoors and outdoors.
- In Key Stage 1 and Key Stage 2, we have designed a curriculum, which teaches children about the 7 big geography ideas: place, space, change, the environment, scale, sustainability and interconnectivity.
- Our curriculum also helps children understand issues which affect their local area, the wider community as well as the wider world.
- Fieldwork is an integral part of geography to enable children to become geographers of their local community and wider world.
- As a Rights Respecting school our geography curriculum is underpinned by the work we do on the rights of the child based on the UNICEF Charter.
- This ensures our pupils are equipped with understanding and attributes to thrive and be successful citizens and ambassadors for global issues.



Geography



Implementation

- Geography is taught through the Statutory framework for the EYFS and the National Curriculum Programme of Study for History, which we have adapted to reflect the needs of our school community.
- Geography is taught across three half terms throughout the year and there is a minimum of one lesson per week.
- The curriculum is designed with a structure which ensures progression of substantive and disciplinary knowledge.
- Knowledge and skills are mapped out to ensure progression from EYFS to the end of KS2
- Knowledge organisers detail sticky knowledge which is which bridged back to with a range of retrieval tasks.
- This supports our work on Metacognition as it doesn't strain cognitive load and ensures pupils revisit knowledge and build upon skills.
- Lessons follow a familiar structure starting with a retrieval task, new learning and then consolidating new knowledge.
- Adaptations are made to lessons where appropriate to support the needs of all learners.
- Fieldwork is carried in each year group and explored further through National Fieldwork Week.



Impact

- Through our curriculum and the use of knowledge organisers and metacognitive strategies, the children are confident, resilient learners.
- Our children are empowered to take ownership of their own learning and answer their own questions, making links to prior learning, through lessons, quizzes and reflections.
- Fieldwork opportunities enable children to become real life geographers.
- Staff are confident when teaching History and have been following the new curriculum since 2019.
- Staff are clear and confident on how to deliver the curriculum for their year group and know prior and future learning. This was shown during a learning walk in March 2022 and through a staff questionnaire, where staff said that because of the work on retrieval, metacognition and the bridging back document, they felt more confident knowing the whole school curriculum.
- "I liked our field work visit when we walked to the River Mersey, I noticed how the river moved and through an experiment measured how fast the current was moving."
- "It was fun learning about Europe and the different countries."
- "I like reading 6-figure grid references because it helps me look for places and where they are."

Assessment in Geography

- EYFS Teachers use AFL and questioning and make note of who is less confident and this is addressed accordingly within the next lesson through targeted questioning and referring back to the sticky knowledge.
- KS1 and -KS2 Teachers use AFL and questioning and make note of who is less confident and this is addressed accordingly within the next lesson through targeted questioning and referring back to the sticky knowledge. Throughout the topic teachers provide retrieval tasks to bridge back to prior learning and question pupils. Pupils are encouraged to use their knowledge organisers to refer to sticky knowledge and are asked to quiz partners using their knowledge organiser. Pupils are assessed through a reflection task at the end of the topic.
- Staff assess pupils at the end of each half term unit, using their teacher assessments and the reflection task. The teachers' final assessment is then recorded on a whole class assessment spreadsheet. The teacher then refers back to this at the start of each new topic to support learners.
- The work within each child's book is used to help make final judgements.

Geography in Early Years

Geography is taught throughout the EYFS curriculum through the area of learning:

- Understanding the World

Nursery and Reception: Knowledge organisers are used by the teaching staff to plan and deliver learning. These are not shared explicitly with the children. Sticky knowledge is shared through visual displays across learning areas and through activities.