KIND MOTIVATED SUCCESSFUL

Geography

Statement of Intent

The geography curriculum at Kings Meadow School has been designed to enable our children to question and understand the world in which they live and their place within it. Our aim is to support our children in developing a curiosity of the world, recognising similarities and differences in order to become kind and understanding members of the global community.

High quality geographical teaching will allow all children to access our broad and balanced curriculum. The geography curriculum at KMS is sequenced and follows logical progression allowing pupils to build upon what they have learnt before. Children will be able to use an increased amount of geographical vocabulary alongside secure geographical fieldwork skills and a deep subject knowledge to demonstrate their understanding of our world. Children will be encouraged to make links between areas of learning and reflect on what has been taught, alongside their own experiences, in order to create critical and well-rounded thinkers.

Children will be motivated to learn about the diversity of places, environments, people and cultures. They will have a successful understanding of key human and physical processes and how these interact to form unique landscapes and communities which are interconnected and can change over time.

Our hope is that our children will leave Kings Meadow School as inquisitive, keen geographers eager to further explore the world we live in.

Implementation

The teaching of geography at King's Meadow School combines subject knowledge and geographical (enquiry and fieldwork) skills. Learning takes place both inside and outside the classroom. The geography curriculum is carefully sequenced within topics to enable pupils to build on and contextualise learning, which allows children to achieve a solid depth of knowledge and understanding.

In the Early Years Foundation Stage, children's work will be related to 'Understanding the World' as set out in the Early Learning Goals. Years 1 to 6 follow the National Curriculum. A variety of teaching approaches and resources are used to enable all learners (including SEN and pupil premium) to access the curriculum.

Children will learn geography through an integrated cross-curricular approach and an emphasis is also placed on the key skills required to access geographic learning. Our geography teaching offers children the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. Following a robust model of progression helps pupils to assimilate, synthesise and apply their learning within different contexts. This also means that concepts are cumulatively built upon.

Our local area is utilised for opportunities to learn outside the classroom and engage in local study units. Residential trips enhance learning of the geography curriculum. Through the study of our local area, localities visited, alongside the teaching of conceptual knowledge of the UK and other significant places in the world, opportunities for comparisons are offered which allow pupils to demonstrate, harness and pertain previous learning.

Each academic year the whole school enthusiastically engages in our much loved 'International Week' during which each year group studies a different country in the world where knowledge and understanding of cultural themes particular to that country are explored. In addition to teaching provided by school staff a variety of external speakers, leaders, teachers, performers and artists visit the school to provide exciting and engaging workshops which allow the children to immerse themselves in developing their cultural awareness.

Impact

When our pupils leave King's Meadow School, we hope to have fostered a curiosity and fascination about the world we live in. High-quality teaching should have equipped pupils with a knowledge and understanding of our diverse world and the physical and human processes that have shaped it. Our children should be able to use a wide vocabulary of geographical terms to describe, explain and reason in order to demonstrate a depth of contextual knowledge about significant global locations. They will have developed secure geographical fieldwork skills which allow them to collect and analyse data, interpret a range of information from different sources as well as communicate information in a variety of ways.

The impact of our geography curriculum is measured using formative, teacher assessment in a number of ways. These include:

- Outcomes in topic and literacy books which evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge
- Teacher questioning during lessons
- The children's ability to apply previous learning in order to make informed reasonable assumptions about new topics
- The practical application of skills to retrieve and share information and ideas.