



Geography at Heage Primary

Intent Statement

We aim to give children the tools to be able to question, investigate and critically engage with issues affecting peoples' lives throughout the world. Important issues, such as the world climate crisis, will be taught sequentially, in different contexts. This will prepare them for being successful global citizens with a deep understanding of how their actions can make a difference to the future of our planet.

Implementation: Planning

We have a personalised curriculum written by leaders in school based on the National Curriculum objectives and tailored to our children.

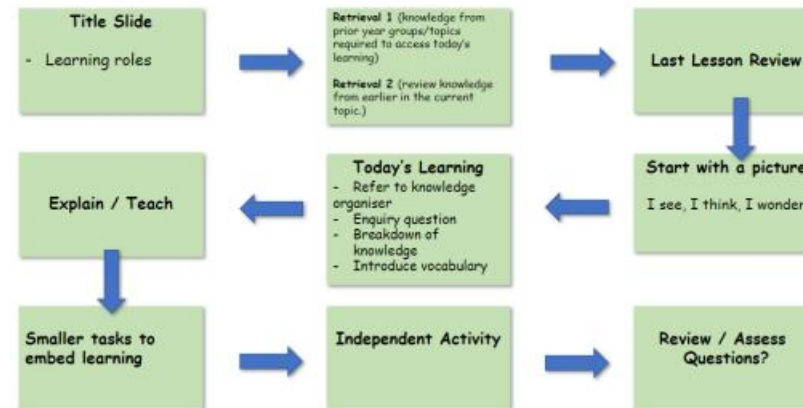
Implementation: Curriculum links

In KS1 and KS2, geography is delivered through three strands: locational and place knowledge; human and physical geography and skills and fieldwork. All year groups have elements of each strand interwoven in their curriculum plan, but also in elements of their History and PSHE topics.

Implementation: Resources

- Maps, atlases, globes
- Google Earth
- Educational visits to enhance learning where appropriate

Implementation: Lesson sequence



Implementation: T & L / Pedagogies

Each geography lesson begins with an opportunity for children to retrieve prior knowledge which will aid them with their learning in that lesson.

Children revisit knowledge and skills throughout their time at Heage, allowing them to build upon what they already know.



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Implementation: Environment

All classrooms across the school have a geography display which features learning for that term.

Implementation: Feedback

Children are given verbal and sometimes written feedback regarding their outcomes to aid in their understanding and progression. Children are given opportunities to use peer feedback during lessons.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- Quality first teaching strategies to support all learners.
- Use of dual coding to add a visual aspect to learning.
- Scaffolding and adult support provided for children as required.
- Formative and summative assessments inform next steps for highlighted individuals and groups.
- Differentiated questioning for more able children to extend thinking.

Impact: Evidencing

Assessment for Learning is used during all lessons and feedback can be given live during the lesson both by peers and adults in line with our marking policy.

Impact: Assessment

- Retrieval tasks are completed at the start of each lesson to assess prior learning.
- Live marking during lessons and a review slide at the end of each lesson to assess new learning.
- End of topic assessments to identify children working towards EXS and children working at GDS.
- Monitoring used to assess the learning completed

Impact: Monitoring

- Review of lesson slides to monitor consistency across school.
- Book-looks to ensure consistency of outcomes with planning and slides.
- Monitoring of digital evidence - when written outcomes are not appropriate.
- Lesson observations and learning walks.
- Pupil voice