




 Intent – we aim to...

<p>Teach skills, knowledge and understanding through Geography, that progress from EYFS to Year 6.</p>	<p>Children will recognise the importance of: diverse places, people, natural and human environments, whilst developing a deep understanding of the Earth's key physical and human processes.</p>	<p>Children are encouraged to develop a greater understanding and knowledge of the world that they live in, as well as their place within it. Castle View's aim is to engage, inspire and challenge them, their curiosity and fascination about the world and its people which will be facilitated by using a range of resources and sources.</p>	<p>Children will develop contextual knowledge, of the location, of globally significant places. Their knowledge and skills will be transferable to other areas within Geography and the curriculum, which can and are used to promote their spiritual, moral, social and cultural development.</p>	<p>Children will use a range of geographical information including maps, diagrams, globes and aerial photographs to explore, places locally and within the wider world. They will also explore the world's most unique places through virtual fieldwork, films and resources.</p>	<p>Children will know how to apply their knowledge, skills and understanding of taught skills to other areas of Geography and the curriculum.</p>
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 Implementation – How do we achieve our aim?

<p><b>Planning</b> - Geography is planned using the National Curriculum objectives and is taught in units throughout the year, so children can achieve depth in their learning Units have been carefully planned using the whole school geography progression map to ensure children build on prior learning and make links between units. The children use a range of maps, globes and aerial photographs to develop their map work skills.</p>	<p><b>Recording</b> – Children in EYFS access their learning through play, this is recorded through assessments linked to the Early Learning Goals and shared with parents on Family. KS1 record their geography in a class floor book. The date, learning objective and vocabulary is recorded for each lesson. The book includes key questions, photographs of activities, children's comments, thoughts and written work. Children refer to the book regularly to support retrieval. In KS2 children have a geography book where their work is recorded, again the date and learning objective is recorded for each lesson. In KS1 and KS2 each unit has a knowledge organiser which includes title, what the children will be learning, key facts, key knowledge and a glossary,</p>
<p><b>Assessment</b> – Geography is assessed after each lesson based on the learning objective and the progression of key skills. Teachers use their professional judgement based on both oral and written responses which is recorded in the class 'Feedforward' book. The teacher uses the Feedforward books to inform their next lesson based on gaps or misconceptions. This is to ensure that all children make good progress through consistency and high expectations. Tea</p>	<p><b>Vocabulary</b> - Developing the use of the correct vocabulary in geography is crucial and so key vocabulary is identified and listed for each unit of learning This is then used to assess knowledge and enables pupils to express and communicate their ideas and thoughts clearly and effectively</p>
<p><b>EYFS</b> – The children's journey in Geography starts in EYFS which is why our progression document begins here. Geography at Foundation Stage is covered in the 'Understanding of the World' area of learning within the EYFS Curriculum.</p>	<p><b>SEND</b> - Our children with SEND access the geography curriculum through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, providing alternative ways of recording for example having: a scribe or using an iPad. Children with more complex SEND will access similar content to their peers but at their own level.</p>



★ Impact – How do we know if we've achieved our aim?

<p>Evidence of the children's learning journey will show progression of what is taught.</p>	<p>Children will be able to recognise the importance of diverse places, people, resources and natural and human environments, whilst developing a deep understanding of the Earth's key physical and human processes.</p>	<p>Children will be able to confidently discuss their understanding and knowledge of the world that they live in, as well as their place within it.</p>	<p>Children will be able to transfer their contextual knowledge of places, people, resources and natural and human environments to other areas of Geography and the curriculum.</p>	<p>Children will be able to use a range of geographical information including maps, diagrams, globes and aerial photographs. They will also be able to explore the world's most unique places through virtual fieldwork, films and resources.</p>	<p>The impact and measure of this is that the children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have had regular opportunities to use and play with a variety of maps and globes, including online interactive maps.</p> <p>By the end of KS2 children will be equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.</p>
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