



Geography

Vision: 'Every child a geographer'

Intent: What do we hope to achieve by teaching Geography?

During their time at Binfield C.E. Primary School (V.A.) we aim for all pupils to experience being and developing the characteristics needed to be a geographer.

These include:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Implementation: How is Geography organised and taught?

The Geography curriculum is coherently planned and sequenced so that pupils build knowledge and skills sequentially and cumulatively based upon the Early Years Foundation Stage Curriculum (2018) and the National Curriculum (2014). In Year R, Geography is integrated within 'Understanding the World'. In Years 1-6, we have divided the Geography curriculum into knowledge and context alongside skills that need to be taught, repeated and built upon over time so that the learning is progressively deepened.

Geography is taught both as discrete topics and within other subject areas such as History. The curriculum is mapped out to ensure that knowledge and skills are both revised and built

upon from Year 1 up to Year 6. The curriculum is enriched with visitors, trips out of school and fieldwork within the school environment.

The curriculum is designed to give pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life

'Power Tools for Learning'

'Power Tools for Learning' are at the heart of our school's curriculum and we are a recognised 'Advanced Thinking School' (Exeter University). 'Power Tools' are a range of skills, attributes and tools taught from Year R upwards, which support pupils in becoming more independent thinkers and learners. They include: De Bono's Thinking Hats, Hyerle's Thinking Maps, Claxton's Learning Muscles. Furthermore, within our curriculum, Bloom's Taxonomy (a model/hierarchy of thinking which starts at a simple level and becomes more complex) is integral, ensuring that deeper thinking and learning is required as pupils advance through each stage of learning. Together, these support staff in ensuring that suitable cognitive challenges are integrated across the curriculum and that pupils are equipped with the skills to learn independently, beyond school. We aim to ensure that all pupils are well prepared for the next stage of their educational careers by the time they leave us in Year 6.

Impact: What difference does it make and how do we know?

In determining the impact of the Geography curriculum, we are essentially asking the question, 'How well have pupils developed the essential characteristics of a Geographer (as defined above in our **Intent**)?'

We use 2 main methods to determine this: assessment (quantitative) and feedback from the pupils, their parents and other stakeholders (qualitative).

1. Assessment

At Binfield C.E. Primary School (VA), we assess YR pupils using the EYFS 'Development Matters Framework'. For Years 1-6, we use our own 'bespoke assessment' based on a 'best fit' model of what a typical child should achieve in each subject area. Assessment is an ongoing process and is used whilst teaching to support pupil learning - revising and revisiting knowledge as necessary, ensuring that pupils 'keep up' rather than 'catch up'. Enquiry questions are used as a tool at the beginning of a unit to inform staff and pupils of the intended learning and are answered at the end as a way of assessing learning.

A summative assessment is made for each child against the typical/expected standard and a determination made as to whether they have met the standard or not is recorded on the school's tracking system.

In YR, pupils are assessed using on-going observation and questioning from staff. Evidence is used to build up a picture of the child's achievements and level of independence over time and summative assessments are made each term. At the end of YR, a determination is made as to whether the child has met the Early Learning Goal.

2. Feedback

We also value the feedback from the pupils themselves and from other stakeholders. These are captured informally (during lessons) but also more formally too e.g. through questionnaires, and comments submitted to the school.