



'Geography is a great adventure with a purpose.'

Michael Palin

The teaching of geography at the Meadows allows our children to go on a voyage of discovery around the world through investigation and exploration. We provide the children with a creative and inclusive curriculum where they develop the skills to respectfully consider the opinions of others through debate and discussion.

Why do we teach geography?

At the Meadows, our aim is to inspire in our children a curiosity and fascination about the world in which they live. Our thought-provoking curriculum fosters an inquisitive nature in our children and encourages them to ask questions about our world. An ability to understand their perspective of their position in the world is a key component of our geography teaching at the Meadows. Children develop understanding of their roots; they get the opportunity to question 'who am I?' And also, where am I going in the future?



Our geography curriculum begins in early years when we develop our spatial awareness and a sense of place. We investigate places that are special to us where the children learn more about the features of their immediate locality and city. As their geography journey continues, our teaching equips our children with a knowledge of diverse places, people, resources, and natural and human environments. We provide our children with the tools they need to investigate new ideas and develop a deeper understanding of where they live and how it compares to the rest of the world.

Opportunity for investigation and enquiry form the basis of our curriculum. High quality geography teaching, independent study and use of key geographical skills ensure we extend our children's knowledge and help them understand the connections between humans and the physical geography of the planet on which we live. The children will show an understanding of how the two are interlinked and how their actions in the future will have an impact on the world around them.



By the end of Year 6, our children will have:

- Excellent place knowledge of where they live and where it is in relation to the rest of the world.
- An extensive knowledge of key geographical processes and associated vocabulary.
- The ability to use fieldwork, map skills and other geographical skills and techniques effectively.
- Have an ability to articulate well balanced opinions based on a secure knowledge of the subject.
- A good understanding of current and contemporary issues in society and the environment.

How do we teach it?

Geography takes the lead during our 'Explore' term in the autumn, and is the vehicle through which our learning is presented. Our starting point for learning in geography is a **'Big Picture' question**. This aims to inspire thinking and to stimulate each child's own curiosity. **Memorable experiences** are planned and an **authentic outcome** at the end of the term provides a real-life context for children to reflect on their achievements. Our planning is sequenced within a two-year cycle. The long-term plan illustrates the pathway taken by children as they move through each key stage. Teaching objectives and relevant vocabulary are organised into medium-term plans. Next, knowledge organisers support children by presenting key facts, vocabulary and dates to remember. During the autumn and summer terms, geography is taught alongside other subjects in different contexts.



How do we measure success?

Our medium term plans set out expectations for learning in each year group, and the specific knowledge children will learn at each stage. At the end of a unit of learning, an assessment activity is carried out. Assessment is most effective when it takes into account a broad range of evidence which shows what the children can do independently. At the Meadows we use a mind map to provide the children with a canvas to record their knowledge in a variety of creative ways. The children also have an opportunity to show the ways in which they have learnt the key vocabulary taught. Assessment for learning through questioning and formative feedback/response allows any misconceptions to be addressed by teachers.

Our geography leader supports staff in the assessment process and takes an overview of whole-school attainment. Our geography leader monitors the curriculum by reviewing children's work, visiting teaching sessions when possible and talking to staff and children about

learning taking place. As children gain new knowledge, and gain experience in using enquiry skills, achievements are celebrated and next steps in learning are identified. Data gathered from our assessments is used to identify our next steps. This data is used to plan future learning and address gaps in the children's knowledge and understanding.

Planning for Learning

