



'Learning together. Growing together'

Geography subject leadership

1) What is the intent?

In geography: What is the intent behind the sequence of learning/curriculum?

(Following the national curriculum)

- Children will be taught key **knowledge, skills and vocabulary** through sequences of coherent and connected lessons.
- In KS1 geography children will develop knowledge about the world, the United Kingdom and their locality. In year 1 the children will explore their local area and learn about seaside towns by studying **Burnham seafront**. In year 2 the children will build on this and will extend their learning to include the closest city: **Bristol**.
- In KS2 children will be able to make links and build on previous learning to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- Children will be taught geography skills: to use world maps, atlases, globes, digital/computer mapping and compasses.
- **Concepts** like physical and human geography will be unpicked through enquiry questions, e.g. 'What's around me?', 'What made Weston super?', 'Who is the greatest explorer?', 'Can things grow in a desert?', 'Is the natural world dangerous?', 'How green is our planet?', 'Should we adapt?'
- Children will be taught specific, technical, **vocabulary**: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, as well as key topographical features.
- Children are given opportunities to use geographical skills during **first-hand opportunities** in the local area, e. g. orienteering to give learning a context.

2) Implementation – geography subject leaders will use:

- Lesson observations / check ins
- Long term and medium term planning – (does it show a learning journey?) a sequence of lessons, learning enquiries, visits to local places, visitors, first hand experiences to use geographical skills and fieldwork.

- Learning enquiry walls, loops, learning enquiry big books, children's books to show what has been taught
- Pupil conferencing
- Talk to teachers – are they teaching the intended curriculum?

3) What is the impact?

- Book looks
- Pupil conferencing – are children using the key vocabulary?
- Do children remember what has been taught?
- Can children talk about their experiences, visits and skills needed to be a geographer?

4) What will excellence look like in geography?

- Teachers know the intent of geography – why we are teaching what we are teaching
- There is a very clear journey in geography which constantly makes links to and builds on previous learning
- Children will speak confidently and enthusiastically about the knowledge they have gained – including locational knowledge, place knowledge, human and physical features, geographical skills and fieldwork
- Children are using technically accurate geographical **vocabulary**