

Lane Green First School

Geography Curriculum

Vision for Geography

Intent

At Lane Green First School, our Geography curriculum nurtures and encourages a natural curiosity and fascination which can shape and direct children into becoming inquisitive and questioning learners. Children are inspired and enthused to explore the human and physical world around them. Through this cross-curricular subject, learners look closely at similarities and differences between British cultures and others and are equipped with knowledge about diverse places, people and processes in physical and human environments. The school instils a sense of environmental responsibility whereby the children understand issues of our local and global community.

Implementation

Exciting and engaging topic launches are used as a stimulus for lessons to encourage and inspire geographical thinking.

Visits and visitors are used to engage, enthuse and develop a thirst for Geographical knowledge, skills and understanding.

Outdoor Learning - effective and exciting opportunities to provide a context for accumulating integrated and subject based knowledge and for developing key skills.

Planning is **differentiated** to ensure inclusivity, high expectations and challenge.

Lessons include a variety of **informative, useful and relevant resources** including maps, atlases, drawing, plans, diagrams, photographs, ICT etc to bring the world to life and foster a love of the subject and provoke geographical thinking and questioning.

Children's geographical knowledge, skills and understanding is **celebrated** through classroom displays, twitter, text message as well as Star of The Week assemblies.

A whole school **Geography day** - a celebration of the World all around us.

Where in the world is the School Bear - whole school approach used to develop children's knowledge of places around the world.

Impact

Planning - Is there coverage of the key skills? Is progression evident? Is there a clear sequence? Are activities clearly differentiated? Does the planning include an exciting stimulus for each topic? Is it differentiated? Are there opportunities for outdoor learning?

Monitoring of planning and books - Does the children's work in books reflect their understanding? Is planning well thought through? Are classes delivering lessons consistently so that every child has the same experience?

Pupil voice - Do children enjoy Geography? Are they excited by lessons? Do they have a passion for the world around us? Are they learning new skills/building on previous learning?

Environment - Is children's work celebrated? Are key words apparent in the classroom? Is Where in the world and what's in the news relevant? Useful? Purposeful? Are there maps around the school that the children refer to?