



Intention- What do we want the children to know?

Belsay School promotes Geography education inclusively to every child. We want to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It is about the learning journey; building on prior knowledge, across each key stage, including key Geographical language and terminology. There are connections between each area of learning, within and across each key stage which allow pupils knowledge about the world to grow and will help them to deepen their understanding, becoming competent in their Geographical skills. This includes: understanding the interaction between physical and human processes; contextual knowledge of location, and; to analyse, interpret and communicate Geographical information. Planning will reflect opportunities for literacy skills to be incorporated across the curriculum.

Implementation- What will this look like in school?

The Geography curriculum at Belsay is based upon the National Curriculum, which provides a broad framework with clear learning objectives and outlines the knowledge and skills taught in each Key Stage. Teachers plan to ensure the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. There are cross curricular links with Literacy and good opportunities for extended writing. Pupil engagement in Geography is key; to allow them to learn in ways that they will remember and to carry this knowledge with them across each key stage. At Belsay we ensure pupils engage in a range of activities within and outside the classroom setting to involve and motivate them. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. Geography teaching focuses on enabling children to think as Geographers.

Impact- How will we know we have made a difference?

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. This enables children to gain a coherent knowledge of understanding of each unit of work covered throughout the school. Children are engaged; they use questioning and investigation skills; they are able to verbalise ideas independently and as a team. We focus on progression of knowledge, skills and vocabulary progression across each key stage. Children will deepen their understanding within each unit of work.

We measure the impact of our curriculum through the following methods:

- Images and videos of the children's practical learning
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work
- Summative assessment of pupil discussions about their learning, including verbal feedback following marking
- Marking of written work in books. Children are given opportunities to respond to marking and deepen their understanding
- In depth marking for set pieces of Geography work; showing where to improve and 'next steps'. Looking at green pen work should help establish next steps for staff in terms of meaningful misconception work and further greater depth

challenge.

- Data input termly onto assessment sheets; individual pupil outcomes are shown.
- Pupil voice and staff discussion are used to inform future planning and ensure pupils are engaged across all areas of Geography.