

Geography

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives.'

DfE (2013)

Intent

Geography deepens our understanding of what places are like, why and how they are connected, and the importance of location. Emerson Valley School aims to provide teaching and learning opportunities that encourage pupils to enthuse in aspects of the world whilst providing them with an understanding of its people, places and environments. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Emerson Valley School promote pupils' interest and understanding of diverse places, people, resources and natural and human environments. We do this by a developed geography curriculum that is progressive in transferable knowledge, understanding and skills whilst promoting pupils' spiritual, moral, social and cultural development. We inspire in children a curiosity and fascination about the world and its people which will remain with them as they move through the differing stages of their lives.

Implementation

- Geography is taught in blocks throughout the year, so that children can achieve depth in their learning.
- Progression of key knowledge and skills in each topic is being taught throughout each year group across the school.
- Pupils complete a topic quiz (to show what they know) at the beginning and end of each unit. The quiz results form the basis of teaching and learning (including greater depth understanding) throughout the unit.
- Pupils are given the opportunity to apply their learning through wider activities in other subjects across the curriculum.

Impact

Outcomes are shown in topic and literacy books. This evidences a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session. In addition to this, they are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary. Children also record what they have learned in comparison to their starting points at the end of every topic by way of a quiz. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by school visits and visitors to the school.