

Intent:

At Ashfield Junior School we believe the study of geography involves our pupils exploring the relationship and interactions between people and the environments in which they and all life on Earth depends. The many opportunities and challenges that will arise during their lifetime will be very much about geography at personal, national and global scales.

What we intend pupils to learn in geography is reflected through our curriculum. In particular, we have established a school curriculum plan for geography which is:

- Aspirational in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long-lasting knowledge and understanding.
- Logical, relevant, broad and balanced in terms of the areas of subject content we have selected. Due consideration has been given also to making certain that our geography curriculum maintains relevant and topical.
- Sequenced to ensure that pupils can build on previous knowledge and understanding as they tackle more complex and demanding enquiries.
- Progressively more challenging from Year 3 through to 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the critical thinking skills we support them to utilise to ensure they understand the significance of that knowledge.
- Inclusive in terms of delivering the same curriculum to all of our pupils and differentiating provision where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.

Implement:

We adopt an enquiry focused approach to learning and teaching in geography which enables our pupils to learn as young geographers and to understand the kind of questions that geographers ask of the world. Through enquiry, our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts. We structure learning in geography through big question led enquiries about relevant geographical topics, places and themes. Learning and teaching in geography is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes. Similarly, we provide varied and differentiated ways for pupils to record the outcomes of their work including the use of computing, annotated diagrams, earwig, the big book, displays and the application of a wide range of writing genres. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next. The MTPs and schemes of work for each geographical enquiry highlight both the objectives and anticipated outcomes of the investigation – the end points of learning. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they

reach the point where they are able to answer the question posed at the beginning of the investigation.

Impact:

Each enquiry which forms our programme of learning and teaching in geography sets out clear objectives and outcomes for the pupils in terms of knowledge, understanding and skills' acquisition. These outcomes are listed as 'end points of learning' i.e. the criteria against which a pupil will be judged to be making good progress. The schemes of work also suggest a range of formative and ongoing ways in which a teacher can assess whether a pupil has achieved the appropriate end points of learning. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day to day observations, practical activities, peer review, reflective practice and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. We do not make summative judgements about individual pieces of pupil work but rather use the outcomes to build an emerging picture of what the pupil knows, understands and can do.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for geography in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. This decision draws upon the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms which allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for geography at the end of the year is used as the basis of reporting progress to parents.