



Intent: Why do we teach this? Why do we teach it in the way we do?

At Coberley, we aim for a high-quality geography curriculum which should inspire in pupils an inquisitiveness and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. It is essential that children not only know the human and physical geography of the world but also the local area of Coberley.

At Coberley, we use the Trivium model to teach geography. These characteristics are:

- **Knowledge:** What geographical knowledge do the children need to know for each topic.
- **Dialectic:** What geographical skills and abilities are the children learning to think and work geographically using a combination of practical work, discussion and debating and research.
- **Rhetoric:** Excellent geographical knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting geographical findings.

The geography curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient – like all curriculum areas.

Implementation: What do we teach? What does this look like?

Geography was last reviewed in Spring 2023, which included pupil questionnaire, analysis of results, resource audit and lesson observations. This allowed us to focus on knowledge organisers with a focus on prior knowledge, specific knowledge for each topic, vocabulary and the key skills learnt for each year group. The school now has such an organiser for each geography topic. The following provision is currently in place.

Teaching & Learning

- The school has a detailed geography **curriculum map** illustrating the topics taught across our classes - this reflects the **National Curriculum**.
- The curriculum plan has sufficient depth and breadth of knowledge.
- Our **characteristics of a geographer** map illustrates how our children fulfil the Trivium characteristics in each year group.
- For each topic we use a **knowledge organiser** to illustrate the geographical content children learn in each topic, their prior knowledge, key vocabulary and specific skills that will be learnt.
- Geography is taught discretely in Class 3 but often within topics in Class 1 & 2.
- There is also a strong focus on specific vocabulary and a specific list of keywords has been produced for each geography topic.
- Work is **adapted** to allow children to work at appropriate levels, to include SEND provision.
- Lessons are practical, whenever possible.
- The **Trivium element** ensures that time is spent on learning knowledge, thinking and discussion and recording information in a variety of ways.

The following table outlines some of the curriculum links that can be made between Geography and areas of learning within the Early Years Foundation Stage.

- These may include prerequisite skills that are necessary to the understanding of Geography.
- In the first term of school, children are encouraged to think about their place in the world, their families and their houses.
- Technology is frequently used in the classroom to help develop Geographical skills, such as using Google Earth and Street view on the interactive whiteboard and tablets to look at the area of Coberley and surrounding areas.
- The surrounding landscape, fields and local church often form part of our discussions of community and village life.
- Vocabulary that is linked to Geography is modelled and placed upon our 'word wall'

Reception	Understanding the World		• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.

Assessment

- We assess predominantly using formative assessments.
- We assess each geography topic based on the Trivium (Knowledge, Dialectic and Rhetoric) and put assessment information on INSIGHT.
- Information about what a geographer looks like in each year group allows the children to understand expectations.

Monitoring & Training

- The humanities lead attends regular courses provided by the Cluster, which share information and good practice. Information is fed back to the staff.
- Work scrutiny ensures progress is monitored within classes and year groups.

Examples of Practice

- Class 3 has a regular map walk, using OS maps and compasses in our local area.
- The school's Eco-Team have completed the bronze award and have made many changes to the school to improve the environment and save resources.
- After studying maps, the children creatively made their own 3D contour models. The children worked well together and took huge amounts of pride when their work was displayed in the classroom.
- Class 1 have recently taken a local walk around the village to identify key features.
- Class 3, as part of their biome topic, created shoebox biomes.

Using formative assessment grids to systematically assess the 3 key geographical characteristics (Knowledge, Dialectic and Rhetoric) our approach ensures that children at Coberley are equipped

with the geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life in the wider world. The assessment milestones for each phase have been carefully mapped out and further broken down for each year group. This means that skills in geography are progressive and build year on year.

Information is collected frequently and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in geography. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. The next geography monitoring will take place in Autumn 2020. Monitoring includes: book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.

Our Trivium approach and opportunities to spend quality time on geographical exploration have resulted in a real passion for the subject with plenty of time spent on knowledge and investigations with a real emphasis on the environment.

Impact: What will it look like? By the time children leave school they will.

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Information is collected frequently and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in history. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring includes: book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.

Our Trivium approach and opportunities to spend quality time on geographical exploration have resulted in a real passion for the subject with plenty of time spent on knowledge and investigations with a real emphasis on mapskills.