** Subject on a Page**

**IMPLEMENTATION**

We follow the National curriculum in England for Geography. Our interpretation of this curriculum is a well-structured progression, that allows pupils to build their geographical skills in logical and sensible increments.

Year groups alternate between history and geography in their humanities teaching. Geography is usually taught for an afternoon each week during the short term in which it is the humanities focus but timings are flexible so long as all objectives are covered within the academic year.

Children have access to various resources including books, atlases, digital maps, virtual reality devices and the internet to support their enquiry and to present their findings.

Fieldwork is a core component of the geography curriculum and is carried out where appropriate, making use of local amenities.

Geographical knowledge of countries and cities within the world are revisited regularly and form part of morning challenge, AOW and homework activities.

Globes, wall maps and atlases are available in every classroom, giving children the opportunity to refer to their geographical knowledge across all subjects and lessons.

 **Geography**

**INTENT**

At St John’s we aim to:

-deliver a high-quality geography education that inspires in pupils a curiosity and fascination about the physical world and an appreciation of cultural diversity.

-give our children a sense of place, both in terms of where they live and in relation to the wider world.

-deepen the children’s understanding of the interaction between physical and human processes and our collective responsibility as global citizens to protect Earth’s delicate eco-systems.

-encourage children to think critically and develop their own sense of perspective of the world.

**For SEN children it looks like this:**

We support children with the acquisition and understanding of key geographical vocabulary through pre-learning and use of word maps where necessary.

Teacher and TA support is provided sensitively during our geography lessons to ensure learning is accessible to all.

Children regularly work in pairs and in groups, allowing them to support one another in their learning.

The curriculum content is delivered across various media, making use of IT and digital resources, and there is flexibility in the way that children’s work is recorded.

**In EYFS it looks like this:**

In the Reception class at St John’s we learn about **People, Culture and Communities.** We offer first-hand experiences, share non-fiction books and stories to enable our youngest geographers to describe their immediate environment and know some similarities and differences between different religious and cultural communities.

Using the children’s Sharing Books, stories, globes, maps and, mostly importantly, their own lived experiences, we examine some similarities and differences between life in this country and in other countries. The learning starts with the children and is active and fun.

**AREAS FOR DEVELOPMENT/ACTION PLAN**

To make better use of opportunities to develop practical mapping and fieldwork skills, ensuring progression of skills across year groups.

To support class teachers in the use of new technologies, particularly digital mapping technology.

**STRENGTHS**

Individual class teachers have a sound subject knowledge and experience of teaching geography across EYFS, KS1 and KS2.

**IMPACT is evaluated at St. John’s by:**

Class teachers use their professional judgement to determine the most effective methods of gathering evidence of pupils’ progress in geography.

Children are provided with opportunities to record their reflections and responses in their written work. Formative assessments are also made through class discussion, questioning, children’s mapwork, diagrams and sketches, contributions to group activities and fieldwork.

There is no statutory teacher assessment for Geography in EYFS, KS1 and KS2.