



Geography

INTENT

Locational Knowledge and Place knowledge.	Human and Physical Geography	Geographical Skills and Fieldwork	Vocabulary
<ul style="list-style-type: none"> Pupils will develop knowledge of where places are located, both in Britain and the wider world. They will investigate what these places are like and make comparisons between them. 	<ul style="list-style-type: none"> Pupils will learn the differences between human and physical geography, their features and about current issues with the environment. 	<p>Pupils will develop excellent geographical and fieldwork skills, applying questioning skills to develop enquiries.</p>	<ul style="list-style-type: none"> Vocabulary will be explicitly taught in order that pupils are able to articulate their learning as geographers. By using our Oracy teaching framework pupils will have broad opportunities to use new vocabulary.

Implementation	<p>Curriculum</p> <p>Geography is taught as part of the Creative Curriculum offer, in discrete sessions linked to an overarching theme. Lessons will reflect the creative pedagogy of Manor Hill and seek to meet pupils' needs through a wide variety of techniques such as, research, written and creative responses to stimuli, debate and discussion, role play, circle time, use of artefacts, outdoor learning and reflection. Pupils will have the opportunity to work individually and collaboratively and will be encouraged to deepen their understanding by making links in learning to prior teaching and other subject disciplines.</p>	<p>Skills in Geography:</p> <p>Investigating, reflecting, expressing, interpreting, communicating, using evidence, evaluating, critical thinking, respectful thinking, curiosity, researching.</p>	<p>External Stimuli</p> <p>Units are launched with wow days or experiences where relevant and purposeful. Trips linked to Geography are planned for each unit if possible, or visitors are invited into school to deliver workshops or activities.</p>
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Implementation	<p>Resources Carefully planned progression documents are in place to ensure that pupils develop their knowledge in a systematic and progressive way. Knowledge organisers for each unit draw together the knowledge, vocabulary and key facts that pupils will learn. High quality resources such as artefacts, sources and texts are continually being gathered to ensure that the offer for Geography is as rich as possible.</p>		<p>Assessment The progression grids set out age-related expectations which can be used to provide an overview of reasonable expectations of achievement across Geography for each year group. Teachers will assess this on a scale of Emerging, Expected and Exceeding. Low stakes quizzes are administered prior, throughout and upon completion of a unit in order that Assessment For Learning can inform teaching. Learning and concept links are revisited in order that pupils make links and commit information to long term memory.</p>
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Impact	<p>PUPIL VOICE Children will demonstrate a positive attitude towards geographical learning. They will articulate their understanding of similarities and differences between different geographical areas.</p>	<p>EVIDENCE IN KNOWLEDGE Pupils will develop their specific knowledge of significant places, physical and human features. They will understand the similarities and differences between different places of study.</p>	<p>EVIDENCE IN SKILLS Pupils will become literate, using vocabulary to explain their understanding of places of study. Pupils will have a respect for resources such as atlas, globes and maps and be able to make use of them during enquiry.</p>
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