Geography at Morley Primary School

Intent Statement- Year 6 Leaver

- Hold an in-depth understanding of natural and physical geography,
- Understand sustainability,
- Have secure knowledge of their immediate locality and the wider geography of Derbyshire
- Use atlases, maps and fieldwork skills as common, ready-to-use tools,
- Demonstrate strong locational knowledge of the world.
- Know local rivers as well as major rivers of the UK and the wider world and confidently apply related vocabulary.
- Understand how Derby is connected to national and international trade networks,
- Recognise the importance of Fair Trade
- Compare Derby and England with contrasting and similar localities across the world,

Implementation: Resources

Maps, OS maps, atlases, compasses have been purchased to improve our geographical skills and fieldwork teaching. Google Earth is used regularly by children on iPads. Websites such as GeoGuesser are used to generate curiosity about our world through our Path to Success teaching plan: Gamification.

Implementation: Scheme

The geography curriculum at Morley Primary School has been designed to link closely to the three pillars of our curriculum. Our main topics are often driven by geography, and our contextualised geography curriculum has been designed collaboratively by teachers to meet the requirements of the National Curriculum while being closely linked to the locality and the significance of Morley, Derby, Derbyshire.

Implementation: Planning

Geography is taught as part of our two-three -year cycle for each age phase which builds schema over time. Geography is delivered through four main strands: locational knowledge, place knowledge, human and physical processes and skills and fieldwork. All year groups have elements of each strand interwoven in their curriculum plan. We alternate our Geography and History topics to ensure that our children receive a well-rounded teaching of the humanities subjects throughout the year. Geography is taught in blocks so that children can achieve depth in their learning.

Implementation: Three Pillars

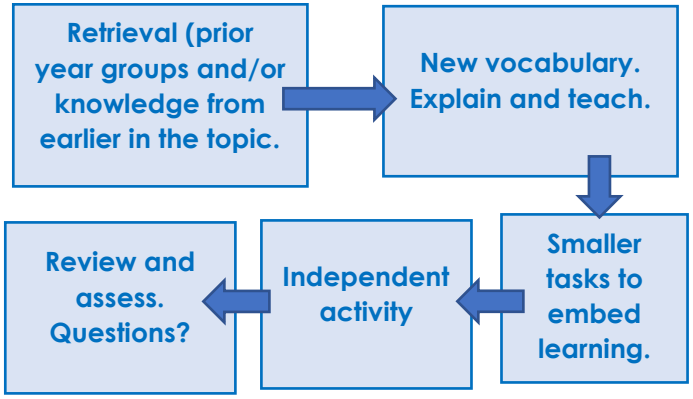
Tier 1, 2 and 3 **vocabulary** is planned and taught throughout the geography unit.

Local links are made in all geography topics. Our children will build a fascination and curiosity of their immediate local environment and this will then spread to being curious about the wider world.

Our children are leaders of the future. Our geography teaching addresses gaps and imbalances in pupils' experiences of the world.

Implementation: Lesson Sequence

All lessons follow the same lesson sequence:



Implementation: Pedagogy

Teachers regularly check what pupils know and activities are planned to revisit previously learned content to build pupils fluency. There are lots of opportunities for children to recall the essential knowledge that needs to be deeply embedded in the long-term memory.

Pupil motivation will be higher if pupils are interested. We have carefully selected our geographical content so it is interesting and significant to them and their locality. Personal experiences and media headlines (Geography Flash) will also be used to spark pupil's interest.

Geography at Morley Primary School

Implementation: Environment

Tier 1, 2 and 3 vocabulary for each geography topic is displayed in classrooms and children's books.

Maps of different scales are displayed around school. These are used by children to familiarise themselves with names of continents, countries, oceans and rivers.

The school and local environment is used regularly e.g., for mapping, fieldwork, and surveys. All children in school will go on local trips to enhance their learning in geography.

Impact: Evidence

Written outcomes will be recorded in Geography books. Non-written outcomes will be recorded on SeeSaw.

As children progress through school, they develop a deep knowledge understanding and appreciation of their local area and its place within the wider geographical context.

Implementation: Feedback

Children are given verbal and sometimes written feedback regarding their outcomes to aid in their understanding and progression. Live marking is used during lessons. Feedback is always linked to the geography objective.

Implementation: How groups are supported

We are ambitious about what all pupils can achieve. Barriers to learning are taken into consideration but don't limit pupil's opportunities. Teachers are aware when there are gaps in pupils' knowledge. The concepts that are most fundamental to future learning are prioritised.

Geography lessons and outcomes are differentiated and quality-first teaching used. Challenge questions will be used for deeper learning to apply their learning. Resources such as visual word mats are used to aid children when producing written outcomes. Our mixed aged curriculum follows:

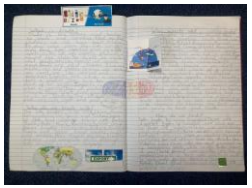
Same Curriculum. Same Knowledge. Different Depth. No Ceiling

Impact: Assessment

Assessment is a continuous process. All teachers evaluate pupil's security of prior learning in order to plan subsequent lessons. Learning is then appropriately adapted in light of teacher's assessments. Retrieval tasks are completed at the start of each lesson to assess prior learning.

Assessment through the use of the 'Big Question' at the end of each geography topic checks whether the children have learned the essential geographical knowledge for that topic. These identify those children working towards EXS and children working at GDS for their year group. At the end of the topic, teachers RAG rate children's understanding of the Essential Knowledge.





Impact: Monitoring

Teachers regularly review the school geography progression documents and essential knowledge documents to check what is being taught in each class. Ongoing dialogue between teaching staff to ensure the curriculum is fully appraised and all staff contribute to ongoing reviews.

Pupil voice

Book looks indicate high expectations and reflect what pupils have learned.

Planning monitoring