



Geography

OUR CORE AIM FOR GEOGRAPHY

For our children to have a curiosity and fascination for the world around them, to develop greater understanding and knowledge of the world, as well as their place in it. We aim for all children to leave Swiss Gardens as tolerant, knowledgeable and environmentally conscious citizens.

What do Geography lessons look like at Swiss Gardens Primary School?

At Swiss Gardens we want to excite the children about their locality and the wider world and as teachers, embrace the opportunity to develop their interest through engaging lessons. Geography is taught regularly across the school with teachers creating themed units of learning which are taught in blocks across the academic year.

In Geography lessons, we would expect any observers to see (in no particular order!)

- Talk and questioning
- Varied resources, depending upon the learning taking place each lesson
- Varied approaches to the lesson (such as discussions, drama opportunities, individual written responses, observation of videos, etc.)
- Curiosity for and desire to explore the world around us
- Raising of questions
- Conversations
- Explicit exposure to new vocabulary
- Awe and wonder
- An interest in and awareness of different cultures and ways of living
- Use of our locality (Shoreham and nearby places) to understand similarities and differences with other places and geographical themes studied
- Learning in line with the age-expectations set out by the national curriculum in conjunction with our school progression document

What does the children's work look like in Geography?

Children's work is recorded in topic books, showing evidence of their growth of understanding. Sometimes, teachers will provide a written record of the learning that has taken place, in order for children to have information to refer back to in the future. Collaborative work is displayed in classrooms and in the corridor areas. Feedback is provided orally for immediate impact within lessons.

Where possible, trips occur to support geographical understanding. Field trips form an important part of children's geography learning and are very much enjoyed by children and staff alike, strengthening concepts through local studies.

How do the teachers plan for Geography?

It is vital that Geography is planned as a progressive subject throughout the children's time at the school, building on and making links with previous learning. To ensure this, teachers refer to the long

term curriculum map for the school, adhering to national curriculum requirements, therefore having a clear overview of what the children already understand and what they should learn next. Geography is planned discretely, or where appropriate, with links to other subjects within our topics.

The medium-term plan then details finer specifics and the short-term plan sets out the fine details of the learning that must occur, the activities and tasks through which the learning will occur, the adult roles within the lessons, the key vocabulary focus, etc.

The school has set planning documents used by staff throughout the school for long and medium term planning.

How does the school know whether children are making good progress and attaining high standards in Geography?

To ensure our Geography curriculum is tailored to the needs of children, teachers conduct ongoing monitoring of children's understanding, knowledge, and skills throughout lessons. This assessment is then used to inform future teaching.

Geography is also monitored by the subject leader throughout the year in the form of planning scrutiny, a book look, learning walks and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place. Evidence of learning is collected in topic books which show progression over time.

What happens if a child is finding Geography difficult?

We are always striving for the vast majority of children to attain the same age-expected standards of learning at the same rate as each other. However, some children find Geography learning more challenging than others. For these children, the subject is made accessible through varied teaching approaches, adult support during lessons and differentiated tasks or outcomes.

What happens if a child is achieving very high standards in Geography?

Where children are attaining particularly highly in Geography teachers extend their knowledge further through higher level questioning and/or task expectation. The teachers deepen these children's knowledge so that their learning does not "stand still".

How do opportunities for Geography extend beyond each year group's lessons?

Whilst it is part of the curriculum, year groups are encouraged to teach the geography learning away from the classroom as well as within it – e.g. local field work or a visit to a conference at local secondary schools. We love to develop their interest through enriching opportunities.

Is there anything else parents can do to support the learning in Geography?

Children may continue to learn about Geography at home as well as in school. There are numerous worldly documentaries available across various media platforms and we would always encourage children to watch anything that is age-appropriate about the world around them. Any visits to enhance children's understanding are always encouraged.

Who to contact

If you have any questions you would like to ask about Geography, please do not hesitate to contact the following members of staff, or your child's class teacher or the curriculum lead:

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