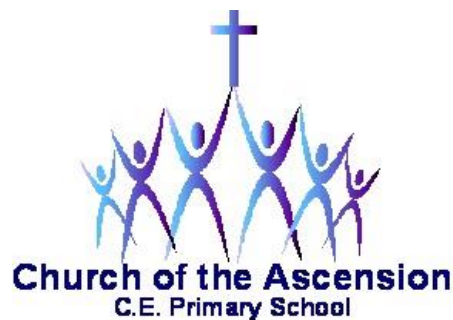


Church of the Ascension CE Primary School

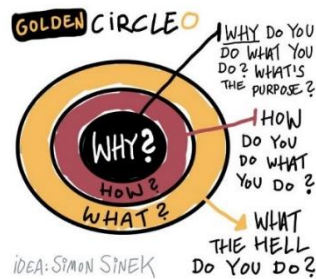


Learn with Love, Flourish in Faith

Do everything in love (1 Corinthians 16:14).

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

Our Approach to the Teaching and Learning of Geography



Subject Intent

'The subject of Geography is about more than memorising places on a map. It is about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents and using all of that knowledge to bridge divides and bring people together'.

.Why do we do what we do in this subject (aims)?

At Church of the Ascension, our high-quality teaching of geography will inspire pupils' curiosity and fascination, in regards to the world they live in and its people, which will stay with them throughout the rest of their lives. Our units of enquiry will be enhanced and enriched by 'engagement tasks' to enthuse and engage our learners. This creative and exciting approach will help the children to develop a love of learning about geography.

Geography helps pupils to understand the world around us and the impact human activity can have upon the world around us. Children will have the opportunity to closely consider global issues and will be encouraged to reflect on the consequences for communities around the world, carefully considering our Christian core values. All children will develop a shared responsibility as global citizens to create a caring attitude towards others and the environment. They will also gain a greater understanding of the way of life and cultures of people in other places.

Our teaching of Geography at Church of the Ascension, will allow children to view themselves as geographers. Geography is a subject of discovery and through exploration and enquiry; children will be able to assemble information about diverse places, people, resources and natural and human environments, alongside a deeper understanding and knowledge of the Earth's key physical and human processes.

Subject Implementation

How do we ensure our intent becomes a reality?

Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Understanding the World' from the EYFS Framework. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk positively about differences between people and consider the different countries in the world and talk about differences they may have experienced. They will develop their knowledge of the natural environment and through first hand experiences describe these using their senses and begin to make simple comparisons.

Key Stage 1

Key Stage 1 pupils are taught about their local area of Wall Heath and have an opportunity to use simple field work and observational skills to consider the human and physical features of their local surroundings, including the school. Children will have an opportunity to develop their knowledge of the UK, exploring Weston-super Mare and London. They will develop map skills and develop their geographical vocabulary to refer to human and physical features, whilst being encouraged to ask relevant questions about the location they are exploring. Children will then explore a region further afield, including polar regions and India applying their knowledge to make some comparisons and consider different environments and cultures.

Key Stage 2

Key Stage 2 pupils will begin by revisiting their local area of Wall Heath and the UK. They will use a wider range of sources, including maps and aerial photographs to answer key geographical questions. They develop geographical map skills, using four and eight figure grid references and using compass points to give directions to different locations. They then look at different biomes and environments around the world such as rainforests, and regions and areas of Italy, North America and South America, exploring physical and human features in more depth. Children are provided with an opportunity to take part in field work, visiting Carding Mill Valley and collecting data to draw conclusions about locations and features.

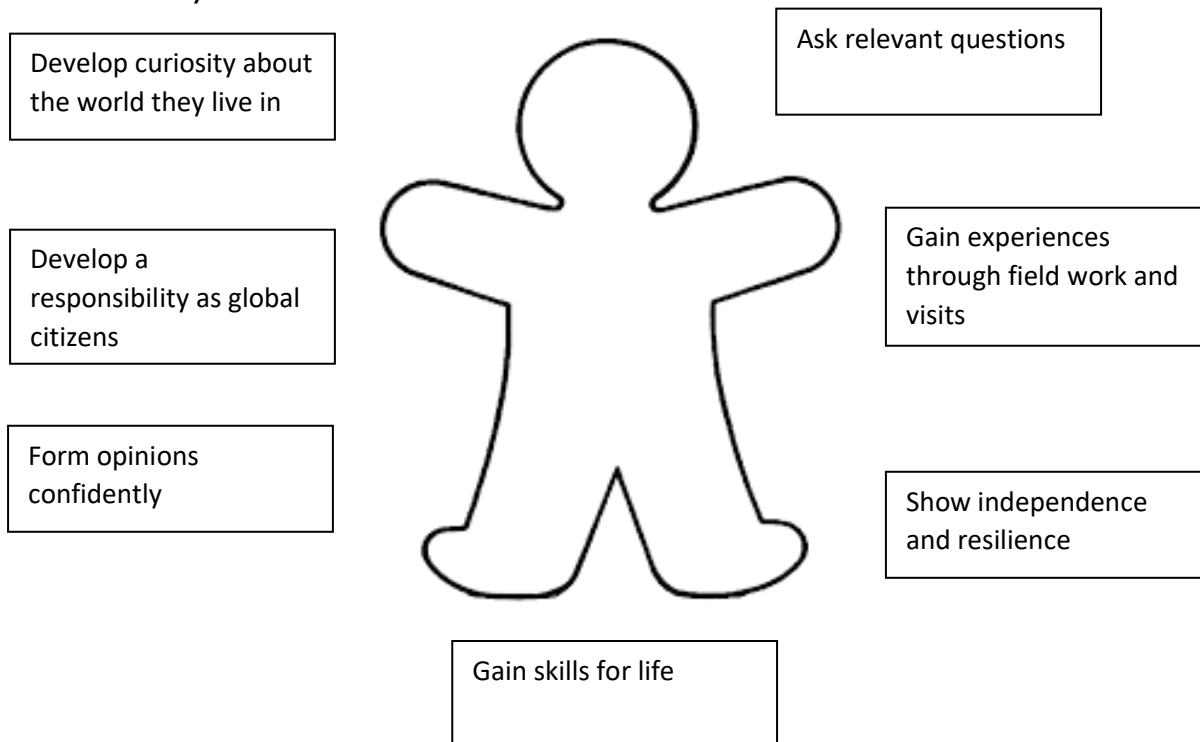
Inclusion

At Church of the Ascension, we are committed to providing a teaching environment which ensures all pupils are provided with the same learning opportunities. Through our geography teaching we provide learning opportunities that enable all pupils to make progress, whatever their ability. Adaptive teaching strategies are carefully planned to meet the needs within the class and some children are given additional support, either individually or small groups. Also, challenges are provided to extend thinking and deeper understanding, which are available to all.

Subject Impact

What are the outcomes for our children in this subject?

Through our carefully designed curriculum, by the time children leave Church of the Ascension they will:



How do we know that we have achieved these outcomes?

Pupils are encouraged to record their work using a variety of methods. These may include written or verbal responses, charts, models and pictures. Examples of children's work are retained to provide evidence of on-going geography, including photographic evidence of displays, presentations, geographical visits. Children may also be provided with the opportunity to complete homework tasks to broaden their knowledge and showcase their knowledge learnt in geography units by creating models and posters.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers observe pupils at work and use open-ended questions that require pupils to explain their understanding. Pupils are provided with effective feedback and opportunities for self-assessment. If teachers observe any gaps in pupils' knowledge or skills, they adjust their next planning accordingly to address the gaps and consider misconceptions during teaching. At the beginning of each lesson, teachers revisit prior taught learning and key vocabulary, which informs who needs further support and the key skills or knowledge which need recapping.

At the end of each unit, children complete a short quiz style assessment to assess pupil's knowledge and skills. Teachers use the Geography Progression Document to ensure children are acquiring key skills, building on previous knowledge and developing skills. This

supports teachers in building a judgement to record if pupils are working 'at', 'below' or 'above' age related expectations. These records help to inform the teacher's annual statutory judgement at the end of the academic year.

Extra- Curricular Opportunities

In year 6, children are given the opportunity take part in residential trips which develop understanding and enhance field work skills. In some year groups, the school trips are based on the Geography topic studied, providing further learning opportunities along with hands on, beneficial experiences.