



Geography at Lawn



Intent Statement

We believe that geographical knowledge and skills are crucial in providing children with the tools to be able to **question, investigate and critically engage with issues** affecting peoples' lives throughout the world. We hope to **develop their understanding of global interconnectedness, interdependence and sustainable development**. Important issues, such as the world climate crisis, will be taught sequentially, in different contexts, throughout our children's time at Lawn. This will prepare them for **being successful global citizens** with a **deep understanding of how their actions can make a difference** to the future of our planet. We will engage them with real-world issues and data to support core geographical skills. Our geography curriculum will also address diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures. This will be explored through the exploration of different values and attitudes in relation to social, environmental, economic and political questions.

Hence, our curriculum intent for geography encompasses our six core values. By the time they leave Lawn, our children should feel a **responsibility and have respect for their planet** and the people who live on it. They **will empathise with people** across the world who are affected socially and economically by the geography of where they live and the environmental challenges they face. They will have the **confidence** and **creativity** to use their **initiative** and come up with possible solutions to some of these issues. They will regard **teamwork** between all people of the world as essential to its sustainability and demonstrate **integrity** in the outcomes they produce to showcase their learning.

Implementation: Planning

Personalised curriculum written by leaders in school based on the National Curriculum objectives and tailored to our children.



Lawn Topic
Review - Geog & C

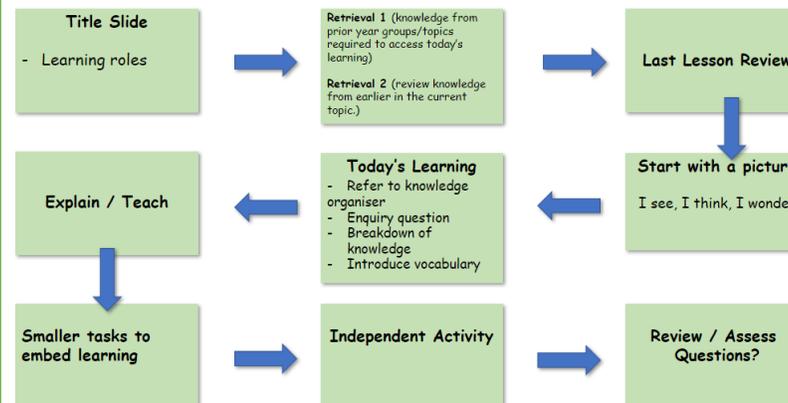
Implementation: Curriculum links

In KS1 and KS2, geography is delivered through three strands: **locational and place knowledge; human and physical geography and skills and fieldwork**. All year groups have elements of each strand interwoven in their curriculum plan, particularly during the Clean Green World and geography-focused summer term, but also in elements of their History and PSHE topics.

Implementation: Resources

- Maps, atlases, globes
- Digimaps for Schools
- Google Earth
- Educational visits to enhance learning where appropriate

Implementation: Lesson sequence



Implementation: T&L/Pedagogies

- Each geography lesson begins with an opportunity for children to retrieve prior knowledge which will aid them with their learning in that lesson/topic.
- Children revisit knowledge and skills throughout their time at Lawn, allowing them to build upon what they already know.
- More digital opportunities are built into the topics to ensure have a good level of digital literacy.



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Implementation: Environment

All classrooms across the school have a geography display which features a map of the UK and a World map. This is used by children to familiarize themselves with names of countries, continents, rivers and oceans and to aid in the retrieval of prior learning to inform their current year group knowledge and skills.

All geography displays have a 'Where in the world am I?' challenge to encourage geographical enquiry.

Implementation: Feedback

Children are given verbal and sometimes written feedback regarding their outcomes to aid in their understanding and progression. Children are given opportunities to use peer feedback during lessons.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- Quality first teaching strategies to support all learners.
- Use of dual coding to add a visual aspect to learning.
- Scaffolding and adult support provided for children as required.
- Formative and summative assessments inform next steps for highlighted individuals and groups.
- Differentiated questioning for more able children to extend thinking.

Implementation: Response to Covid

Geography objectives were taught during the Covid-19 lockdown, with lessons and instructional videos being uploaded to Showbie, where children would upload their finished outcome.

Geography continued to be taught once children returned to school however outcomes may have differed due to more availability of resources in school.

Impact: Evidencing

- Written outcomes will be recorded in topic books.
- Non-written outcomes will be recorded digitally e.g. photographs, videos, voice notes to evidence the final outcome of the lesson.
- Non written outcomes will be saved onto TEAMS in a folder with the related lesson slides or as QR codes where appropriate.

Impact: Assessment

- Retrieval tasks are completed at the start of each lesson to assess prior learning.
- Live marking during lessons and a review slide at the end of each lesson to assess new learning.
- End of topic assessments to identify children working towards EXS and children working at GDS.
- Monitoring used to assess the learning completed.

Impact: Monitoring

- Review of lesson slides to monitor consistency across school.
- Book-looks to ensure consistency of outcomes with planning and slides.
- Monitoring of digital evidence - when written outcomes are not appropriate.
- Lesson observations and learning walks.
- Pupil voice