Geography Intent

At Coleshill C of E Primary, we provide a high-quality geography **education which inspires a curiosity and fascination in pupils about the world** and its people that we hope will **remain with them for the rest of their lives**. Teaching equips pupils **with knowledge about diverse places, people, resources and natural and human environments**, together with a deep understanding of **the Earth's key physical and human processes**. Teachers allow time for children to develop a love of enquiry through lessons which will encourage a need-to-know and allow children time to explore different concepts and ideas. As pupils progress, their growing knowledge about the world helps them to **deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments**. Geographical knowledge, understanding and skills provide the frameworks and approaches that **explain how the Earth's features at different scales are shaped, interconnected and change over time.** Children are exposed to a range of resources enabling them to draw conclusions and produce their own ideas about the world. Children leave our school with a wide **variety of mental constructs** or ways to help them see the world and understand it.

Curriculum Implementation

Planning, Differentiation and Lesson Organisation including the sequence of Learning

Teachers plan their lessons to be exciting and engaging using the stages of enquiry cycle to help children build on the skills needed to explore and investigate a concept. Children are given opportunities to remember prior concepts through ITF activities.

At the beginning of the planning process, teachers decide on a final masterpiece to showcase the children's geographical understanding. In order for this to be successful, they use green-route planning style to plot out the key skills the children will need to be able to produce their masterpiece.

During the planning stage, teachers include a range of activities to create engaging lessons that excite children and encourage them to develop a love of exploration. Teachers make sure that lessons are put into context for children by creating a need to know at the beginning. A range of resources are used across the lessons to allow children to explore different concepts and children are given time to reflect on their learning and evaluate. Teachers use "think" question prompts to support and enable pupils to think like a geographer.

Curriculum Impact

The impact of Geography is measured through book looks, planning looks, learning walks and pupil voice. The planning and skills coverage has improved dramatically over the past year alongside the children's enthusiasm for learning evident in pupil voice. Pupil voice is a reliable resource that subject leaders use to determine the enjoyment and enthusiasm for learning in their subject. The children have been enjoying the new topics this year and are able to talk about the new facts that they have learnt. The gender gap is still is now an area to address further, adjusting certain topics in specific year groups to close this gap as far as possible. Staff will now be able to reflect on the individual topics from this year and make amendments where required based on previous knowledge. Staff also have the flexibility to adapt their topics to meet the needs of their individual class as and when is suitable within the half term if they ensure that the same skills are covered as were originally planned.