Geography Report

Geography equips children with the knowledge they need to make sense of the world's complexity and diversity. The Royal Geographical Society explains, geography 'makes a vital contribution to our knowledge of the rapidly changing environmental and social challenges facing us and how we should tackle them.' A geography education has never been so relevant. Geography helps us to better understand people, places and environments, and the interactions between them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.

Planning

At Alexandra Park Primary School our curriculum design reflects our core values of Care, Aspire and Achieve. Our Geography curriculum ensures that we cover these core values as well as the key skills and knowledge set out in the National Curriculum. Our Geography units demonstrate seven steps of effective learning: Movement, Games, Creativity, Challenge, Ownership, Meaning and Celebration.

Our Geography planning aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world and to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. We aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. At Alexandra Park we encourage

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.

Our Geography units of work enable pupils to meet the end of key stage attainment targets in the National Curriculum. The aims also align with those in the National Curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

Spiritual, moral, social and cultural development

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.
Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.
Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative

projects, making the most of different strengths and interests within a team.
Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Fundamental Great British Values

At Alexandra Park Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities, and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Care, Aspire and Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect, and tolerance.

Key Concepts in Geography

Geography lessons focus on developing geographical skills and concepts. The geographical concepts of scale, space, place, space, interconnection, environment (physical and human processes), environmental impact, sustainability, and cultural awareness and diversity are integral to the development of geographical understanding. They are ideas that can be applied across the subject to identify a question or guide an investigation. They are the key ideas involved in teaching students to think geographically.

EYFS

Within the Foundation Stage we run continuous provision, where children have free access to all resources and opportunities, allowing them to develop their knowledge, skills and understanding at their own pace and interest. We relate the creative development of the children to the points set out in the Foundation Stage Profile, as well as the age-related expectations in Development Matters which underpin the curriculum planning for children from birth to five. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding of the world.

Assessment

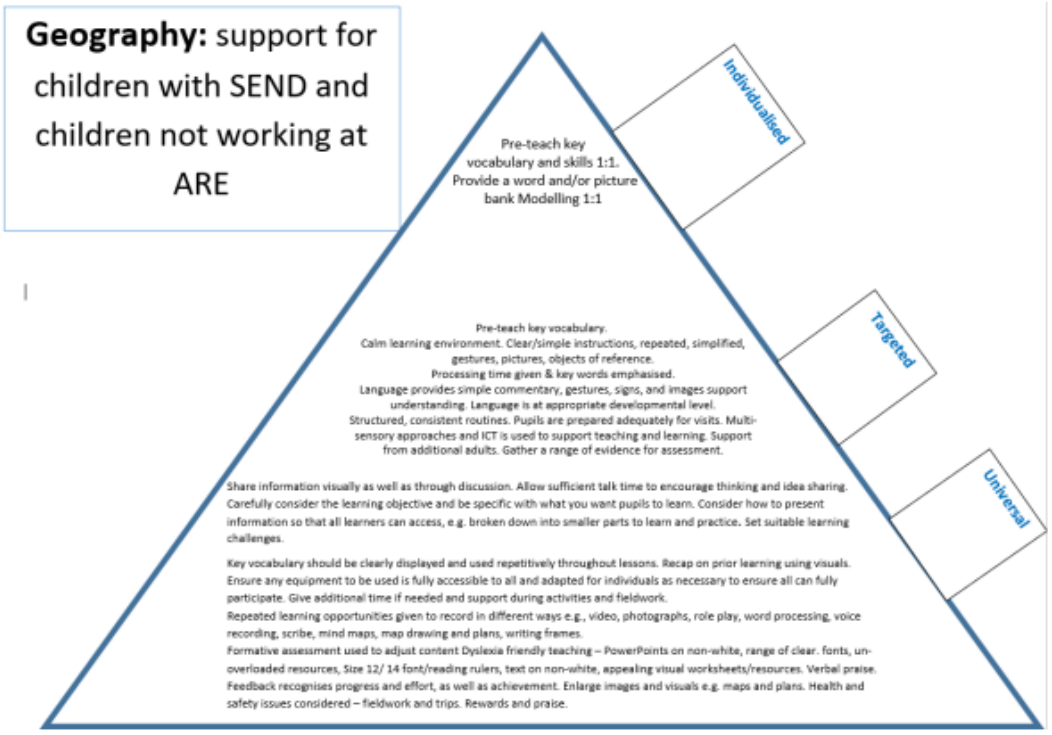
At Alexandra Park Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and the school's Feedback Policy will guide marking work. Teachers monitor progress and adjust their teaching accordingly through their weekly planning. Teachers assess and moderate the children at either working towards the expected standard, expected or working at greater depth. Subject Leaders monitor this data and track key groups of children across school.
At Alexandra Park Primary School, we believe that all pupils should have the opportunities to share their pupil voice. We do this in a number of ways. The curriculum allows opportunities for pupils to develop the skills, knowledge and understanding when using their pupil voice. The subject leader finds out pupils' opinions about the teaching of Geography and the content covered through interviewing selected pupils during lesson observations and pupil voice opportunities. The subject leader acts upon the comments and suggestions of pupils wherever possible.

Fieldwork and Enrichment Opportunities

At Alexandra Park Primary School, fieldwork is intended to ignite a spirit of enquiry and curiosity in children about their environment. Our Geography curriculum incorporates regular fieldwork in every unit, encouraging pupils to engage in data collection, analysis and presentation. We provide hands-on learning experiences and skills that can't be replicated within the classroom walls. These opportunities take place in our local area as well as further afield on enrichment trips

SEND Provision for Geography

When designing the curriculum, Subject Leaders think about all pupils and how to **enable access for all.**



Targets for 2023-2024

- To support staff with the planning and delivery of exciting and engaging units of work from Kapow.
- To ensure children know more and remember more after each unit of Geography.
- To work towards children enjoying Geography as a subject and can link what they learn to our school values/learning behaviours.

Targets for 2024-2025

- To continue to support teaching staff to ensure units from Kapow evolve over time to become increasingly bespoke to the context of our school ensuring children know more and remember more in the subject.
- To develop teachers' use of adaptive teaching approaches to meet the needs of all learners and support all children to make good progress.
- To provide pupils with an enriched curriculum providing quality experiences such as on-site fieldtrips and school trips further afield e.g., Lytham St. Annes, the River Mersey

Targets for 2025-2026

- To continue to develop teachers' use of adaptive teaching approaches to meet the needs of all learners and support all children to make good progress.
- To enhance delivery of the geography curriculum by putting together collections of books and resources to accompany some of the concepts taught.
- To support teaching staff in developing place-responsive learning (to bring children into an active, and responsive relationship with their environment.)

Targets for 2026-2027

- To revisit units from Kapow with staff to ensure they are bespoke to the context of our school ensuring children know more and remember more in the subject.
- To continue to develop teachers' use of adaptive teaching approaches to meet the needs of all learners and support all children to make good progress.