



Alexandra Park Primary School

Care, Aspire, Achieve



Geography Report

Geography is a subject packed with excitement and dynamism that synthesises aspects of the world and helps us to better understand its 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.

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.

Planning

At Alexandra park Primary School our curriculum design, reflect 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



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learning: Movement, Games, Creativity, Challenge, Ownership, Meaning and Celebration. Teacher Research Group's (TRG's) enable staff to work collaboratively to plan exciting units of work.

In Geography, the unit will often start with a key question or enquiry that the children will research over the half term. Children have the opportunity to present their learning in a variety of ways such as a presentation, power point, poster, debate or an assembly. The children will also demonstrate their learning in Geography through the visual aid of a learning journey that will be added to throughout the unit. This will demonstrate key points of each child's learning throughout the unit. Key vocabulary is progressively introduced and modelled to the children.

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 and to facilitate differentiation. 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 Marking Policy will guide marking work. Teachers monitor progress and adjust their teaching accordingly through their weekly planning. Medium term plans are adapted based on assessments. 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. The subject leader acts upon the comments and suggestions of pupils wherever possible.



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Fieldwork and Enrichment Opportunities

At Alexandra Park Primary School, we offer a variety of enrichment and fieldwork activities across school for children to develop and enhance children's' knowledge and understanding of places and processes. It is when they are outside, undertaking fieldwork, that children really begin to understand and consolidate the interplay between physical and human processes in the environment. Fieldwork also provides opportunities for memorable learning and being outside is an important part of mental health and wellbeing.

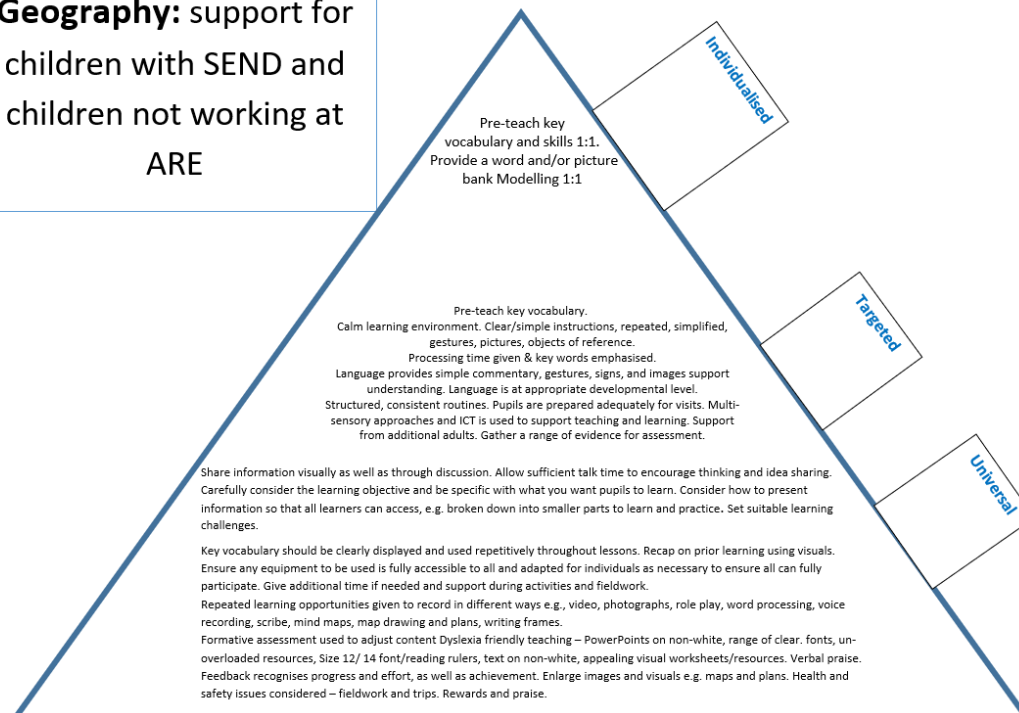
We have a Green Week each year, which develops the children understanding of environmental issues and improving our school environment.

Collecting Evidence

At Alexandra Park Primary School, we believe that all children should be provided with the equal opportunity to share their pupil voice. The process of collecting pupil voice is invaluable to the subject leader; it allows the subject leader to hear pupils' opinions, key interests and identify areas for development within Geography. The subject lead will regularly drop into Geography lessons to talk to pupils, observe teaching and experience the children's learning. Learning is evidenced and collected in a range of ways, with teachers incorporating a variety of formal written work, flipcharts, photographs and videos.

SEND

Geography: support for children with SEND and children not working at ARE





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Targets for 2022-2023

- To continue to support staff with the planning and delivery of exciting and engaging units of work.
- To continue to develop children's use of vocabulary and enquiry skills through effective questioning, collaboration and independent research.
- To continue to develop Pupil Voice.

Impact of staff training in 2021-2022

When speaking to both staff and children it is evident that the units being taught are engaging and exciting. Teachers encourage children to question things and work both collaboratively and independently to find the answers. Through looking at children's work, it is evident that children have the opportunity to present their learning in a variety of ways.

Longer-term targets

- To continue to support staff with the planning of a variety of fieldwork based on the new units of work being taught.