



Geography and Eco at Fairford

Intent

Our Geography curriculum develops children's curiosity and fascination about the world that we live in. Children investigate a range of places, both in Britain and abroad, to help expand their knowledge and understanding of the Earth's physical and human processes. Through our teaching, exploration and research, children from Early Years to Year 6, will use geographical skills to discover answers to their own questions; gaining a greater understanding and knowledge of the world and their place within it. They learn through experiences both inside and outside the classroom, as well as through the use of fieldwork and educational visits.

We are committed to providing children with opportunities to investigate and make enquiries about our local area of Fairford so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

As an Eco School we are passionate about raising environmental awareness. We encourage our school community to be proactive, global citizens who make a difference by respecting and caring for the world that God created.

Implementation

To ensure high standards of teaching and learning in geography at Fairford Primary school, we implement a curriculum that is progressive throughout the whole school focusing on the knowledge and skills stated in the National Curriculum.

Geography is taught within a termly integrated/topic approach which seeks to maximise cross-curricular links. As part of our commitment to being an 'Eco School,' every class also plans activities/lessons into their geography topics which develop the children's' environmental awareness.

Every topic begins with a 'key question' and learning takes place through a resource-rich environment where the pupils can investigate geographical concepts for themselves and develop the following geographical skills:

- Asking different types of questions to produce a targeted enquiry
- Use of specialist geographical vocabulary
- Sequencing of processes
- Observing differences and changes over space and time
- Understanding cause and consequence
- Describing human and physical processes
- Explaining human and physical processes
- Communicating understanding orally, visually and in writing
- Evaluating, analysing and synthesising material



Children are regularly assessed against these skills to monitor progression over their time at our school. They build upon and embed their geographical knowledge, skills and understanding from year group to year group not just to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education and beyond.

We recognise that in all classes there are pupils of different abilities. We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the needs and ability of the child and their interests.

Impact

- Children will achieve at least age related expectations in Geography at the end of each key stage
- Children will retain knowledge that is pertinent to geography with a real life context.
- Children will understand the geography of their local area and have a good understanding about the world around them and how it has been shaped.
- The pupil voice will demonstrate an understanding of what geography is and how they have applied this learning in a given context
- Children will begin to understand their wider world and the implications that we as citizens have on it.
- Children will act as good citizens within their local community.
- Children will work collaboratively to solve problems and explain the processes that they have taken/observed within a real life context.

These impacts will be monitored regularly through ongoing formal and informal assessments, pupil conferencing, book looks, lesson observations and annual reviews. We have also been externally assessed for our Eco School work and have been awarded the Green Flag award four times, most recently with distinction.