



## **Geography Statement**

*Our vision is for pupils to become independent, motivated learners and responsible citizens.*



### **Core values**

<b>Honesty</b>	<ul style="list-style-type: none"> <li>• Telling the truth</li> <li>• Taking responsibility for your actions</li> </ul>
<b>Positivity</b>	<ul style="list-style-type: none"> <li>• Looking for the good</li> <li>• Trying new things</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>• Keep trying</li> <li>• Learning from your mistakes</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Caring for everyone</li> <li>• Being polite and friendly</li> </ul>
<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Deciding together</li> <li>• Listening to others &amp; sharing ideas</li> </ul>
<b>Individuality</b>	<ul style="list-style-type: none"> <li>• Believing in yourself</li> <li>• Asking questions and having ideas</li> </ul>
<b>Rule of Law</b>	<ul style="list-style-type: none"> <li>• Following the rules</li> <li>• Sharing &amp; taking turns</li> </ul>

### **Intent**

In Geography, we aim to follow the guidance given in the national curriculum (2014) to ensure that all children develop a good sense of location and place and are able to identify human and physical features in the environment. We aim to equip the children with the geographical knowledge and skills required for them to further their studies in Geography and develop an interest, curiosity and enthusiasm for working geographically, which we develop through focused case studies, field work and enquiries. To ensure geography is relevant and exciting it is the intention of the Geography subject leader to create vocabulary word banks to support and increase the geographic vocabulary used by the pupils. To increase the profile of reading within the school, it is the intention of the Geography subject leader to identify and purchase books to be used within weekly reading lessons that contain good examples of geographic content with the hope that this may inspire children to use their growing geography skills in other areas of the curriculum, particularly in English writing tasks.

### **Implementation**

Geography at Wickford Primary School is planned and organised through sequenced learning opportunities focussing on specific age related skills. Teachers have been provided with a Progression of Skills alongside the curriculum overviews. This outlines the key skills pupils should learn and demonstrate for each year group. In our school, we want reading and writing opportunities to be imbedded in each geography topic. Each year group plans their geography lessons to support the topic for that term or half term, identifying specific reading and writing opportunities. At the end of each topic, children will complete a written activity to evidence their knowledge and skills focused on during the sequence of lessons taught. This will enable the teacher to assess their retention and development in geographical terms.

## **Impact**

Attainment descriptors are used to determine pupil attainment as either 'Working towards <', 'Working at =' or 'Working above >' age-related expectations for geography. Once each term, class teachers will assess children against these descriptors using the tasks carried out within lessons and independently. This will then be passed onto the Geography subject leaders. Using this information and other strategies such as: work scrutinies; lesson dips and climate walks, the Geography subject leader will monitor the subject and skills progression within the school.