



Geography subject intent:

- To inspire children's curiosity about the world and its people.
- For children to gain a knowledge of diverse places, people, resources and natural and human environments, together with an understanding of Earth's key physical and human processes.
- To encourage children to collect, analyse and interpret a range of sources of geographical information, including data gathered through experiences of fieldwork, and to communicate their findings in a variety of ways.

How we support the needs of *our* children through teaching

Geography:

- **Experiential learning** - Children will have opportunities to learn geographical knowledge and skills through experiences of fieldwork at least once a year in all year groups as well as through assemblies.
- **Social skills** – Children will learn how to collect, analyse, interpret and communicate their learning through structured interactions with others.
- **Self-esteem** - Children will learn that all opinions are valid and that their voice matters.
- **Resilience** - Children will collect, analyse, interpret and communicate their learning in different ways to ensure they aren't limited by their writing ability.
- **Cultural understanding** – As facilitated our Geography curriculum, children will learn about diverse places, people, resources and natural and human environments, together Earth's key physical and human processes.
- **General knowledge** – As facilitated by our Geography curriculum, children will learn about diverse places, people, resources and natural and human environments, together Earth's key physical and human processes.
- **Oracy skills** – Children will listen to and build on others' ideas through structured discussions.

How do we teach Geography at Nova Primary?

We apply an **enquiry-based** approach to the teaching and learning of Geography in order to inspire our children and to facilitate a high-quality, effective geography education.

We use the National Curriculum to structure our Line of Enquiry topics. Our Geography progression document describes the development of our children's knowledge, understanding and skills over time.

In Key Stage One, children develop knowledge about the world, the United Kingdom and their locality. They develop basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their awareness.

In Key Stage Two, children extend their locational and place knowledge to include Europe, North America and South America. Children develop knowledge of the location and characteristics of a range of the world's most significant human and physical features.

All children from Year 1 have Line of Enquiry books where they record their individual learning.

Guidance on Nova's Geography Enquiry Process

| Guidance on Nova's Geography Enquiry Process | | | | |
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| Children pose real questions and determine what information is needed to answer the questions. | Children gather information. They use a range of geographic skills and fieldwork techniques (e.g. tables, diagrams, maps and excursions) to retrieve information. | Children select information they need to answer their question. They analyse and draw conclusions from the fieldwork data. | Children communicate their findings. They present the fieldwork data using graphs, diagrams or maps and | Children reflect on their geographical enquiry process. |

How do we assess Geography at Nova Primary?



Assessment of knowledge:

At Nova, pupil's Geographical knowledge, skills and understanding is assessed through formative assessments, summative assessments and pupil reflection.

Formative assessments show what children know and enables teachers to identify gaps and misconceptions to inform future learning opportunities. In practice, formative assessments may include mini-quizzes, 'four from before' recaps and knowledge trees reviews.

Summative Assessments show what children have learned within a Geography unit of teaching and also enables teachers to identify gaps and misconceptions to inform future learning opportunities. In practice, formative assessments may include end of unit quizzes.

Pupil reflections allow children to reflect what they have learned as historians. In practice, this may include the 'state of being' character used to guide children's personal reflections on their engagement in the geographical enquiry process.