



Love for Geography



Intent

At Leonard Stanley, we want our children to **love geography**. We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. We want them to embody our core values. The geography curriculum has been carefully crafted so that our children develop their geographical capital with a focus on local and world wide geography. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. It is essential that children not only know the human and physical geography of the world but also the local area of Leonard Stanley.

SEND

We teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We do this by developing a good understanding of each individual and adapting lessons to ensure that they achieve.

Assessment

Assessment is ongoing process throughout each lesson with opportunities for misconceptions to be addressed quickly.

Feedback and planning sheets are used by the teacher to assess and inform next steps, as well as End of Unit assessment sheets.

Assessment Data is collated and interpreted using our whole school assessment program, Insight.

Our Curriculum

We want our pupils to have big ambitions and high expectations of themselves. We want the children to work hard and show **resilience** to achieve and be **proud** of their achievements. We have a strong sense of **community** and we aim to create a curriculum that truly meets the needs of our children living in the Stroud Valleys, which is **creative** and provides them with essential knowledge (Cultural Capital) in addition to a **respectful** understanding of **equal opportunities** (protected characteristics), **British Values** and **SMSC** (Social, Moral, Spiritual and Cultural education). We want to drive and shape a curriculum that is inclusive, broad, rich, exciting, and balanced, which enables each individual child to develop academically, emotionally, creatively, socially, physically, and to be **kind**. Our curriculum will enable the children to acquire **knowledge**, express their opinions, reason, and debate-thinking; and apply knowledge and skills learned in a wide range of meaningful contexts.

Implementation

- We use Kapow as our primary geography resource. In our weekly geography lessons, you will see:
 - A clear **learning objective**
 - Explicit teaching of new geography **vocabulary**
 - Acquisition of new geography knowledge, that builds upon **prior learning**
- The school has a detailed geography curriculum map illustrating the topics taught across our classes, this includes key knowledge required for each topic
- Geography is taught discretely in KS1 and KS2
- There is also a strong focus on specific vocabulary and a specific list of keywords has been produced for each geography topic
- Work is adapted to allow children to work at appropriate levels, to include SEND provision
- Lessons are practical and creative, whenever possible

Impact

We want our children to remember their geography lessons in our school, to cherish these memories and embrace the geographic opportunities they are presented with. They will leave Leonard Stanley with a **love for geography** and a readiness for the next stage of their geography learning journey.