**Geography at The Manor**

**This is what we do**

We want the children at The Manor to achieve the highest academic standards within a geography curriculum that introduces them to ‘the best that has been thought and said’. Our geography curriculum aims to help inspire children to gain a curiosity and fascination about the world that will remain with them for the rest of their lives. The key features are:

* Geography at The Manor is taught in three-week blocks with 8-12 lessons in each unit of work.
* Key geographical knowledge is organised into a Knowledge Organiser which is sent home to parents at the start of each topic. This key knowledge is broadly based on ‘what a literate person needs to know’.
* Key geographical themes in our geography curriculum are environmental issues and climate. These link geography across the school and are developed as concepts each time they are taught.
* A multiple-choice quiz is used at the end of each unit to assess the knowledge learnt. This knowledge is revisited in quizzes later in the year to help them embed the knowledge in their long-term memories.
* At the end of each unit the children write essays to apply their knowledge in a high-quality piece of writing.
* The geographical learning in topics is regularly shared with parents. Home learning projects and research are encouraged and shared in school.
* To ensure curriculum learning is memorable and joyful, enrichment activities and regular trips are planned based around our 11 by 11. In geography the visits include a beach visit, local studies and a coastal study of the Jurassic coast. Having this enrichment visits is an expectation and entitlement for every child who attends The Manor.
* Children in the Early Years and Year 1 learn about geography though their curriculum topics. They learn key vocabulary and apply this within their learning environment. Emphasis is put on bringing the learning of geography alive through helping pupils to understand their locality with regular visits to a range of locations around Melksham, the wider world and phenomena, such as the weather and seasons.  Children are taught knowledge and also how to ask inquisitive questions to find out more information.

**This is why we do it**

We believe that it is important that children develop a curiosity and fascination about the world and its people. We have considered the building blocks of progress in geography and aim to give children a secure knowledge and understanding to help them apply their learning across the curriculum. This knowledge is regularly revisited and assessed. Key substantive concepts have been identified including environmental issues and climate which the children revisit regularly in their topics. We believe it is an entitlement for all children to have the opportunities to visit key geographical sites so they can appreciate the geography of a place.

We strongly believe that children need to be taught geography with knowledge, rigour and depth (as opposed to just ‘doing’ geography). We aim to develop our teachers’ subject knowledge through visits to other schools and support from subject specialists.

Key influences on our approach include:

* Geography in Outstanding Primary Schools – OFSTED (2021)
* Getting Our Bearings – OFSTED Geography Review (2023)
* Geographical Association – Planning a High Quality Geography Curriculum
* Jon Hutchinson – Beyond Knowledge Organisers; building the best curriculum in the world

**This is what it looks like in the classroom**

* Each child in Y2 to Y6 receives a Knowledge Organiser (KO) at the start of each unit of work with a KO file which is taken home each evening. They are encouraged to regularly self-quiz.
* The KO outlines the key knowledge the children will learn in the unit which needs to be embedded in the long term memory.
* Children have regular low stakes quizzes to revisit previous learning.
* This multiple-choice quiz tests the children on the ten most important pieces of knowledge from the unit of work. All the wrong answers are plausible distractors.
* An overview of the unit of work identifies links to: the National Curriculum, key themes, enrichment activities, and previous and future learning. It outlines the lesson development and key vocabulary.
* Lessons start and end by revisiting prior learning often with multiple choice questions based on the Knowledge Organiser.
* Lessons are teacher led (as opposed to child led) and new information is broken down into small chunks.
* Each unit of work starts with revisiting previous geographical learning.
* A working wall display is built up as the unit of work progresses.
* At the end of the unit the children answer the key question in the form of an essay
* The non-negotiables for writing, presentation and marking are clearly followed in topic books so children take pride in their work
* Reference books and other resources are available to engage the children including maps, atlases, globes and aerial photographs.