



The Crescent Primary School Curriculum

Subject: Geography

Intent: What are we trying to achieve with our Geography curriculum?

- Children leaving The Crescent Primary school will have a knowledge of the world around them and the wider world.
- Children will be able to describe similarities and differences between places.
- They will understand how places are developed and how the world is changing.
- They will understand which changes are due to man-made developments and environmental changes.
- The children will have skills to be able to read maps and use a compass.
- They will also develop an understanding of different cultures around the world.
- Children will be able to collect and analyse data and have opportunity to research and present findings.

Implementation: How do we deliver our Geography curriculum?

- Geography at The Crescent Primary School follows the Learning Challenge Curriculum model for a creative curriculum. Three half terms in the year (1 hour per week) the children are given a geography based big question.
- They spend the half term increasing their knowledge and understanding of geographical concepts to answer this big question.
- The topics and lessons are planned to show progression across the year and school.
- Three L's are used to enhance memory retention and make links between topics.
- The children engage in skills based activities and develop links in their learning.
- The children have their geography learning enriched with local visits, visitors and in school 'hook' days which keep the children motivated and engaged in the topic.
- Each topic will have an outcome to support answering the big question, these are often shared with parents or created for a specific audience.
- Each year the children take part in hook days to study the culture, food and landmarks for different countries.
- Differentiation in lessons ensures all learners are able to engage, participate and learn.
- Staff are supported in planning and kept up to date from Geography Network meetings/shared resources.

Impact: What difference is our Geography curriculum making to pupils?

- Topics are planned to show learning journey to answer big question.
- New planning format is beginning to impact learning intention focus and differentiation.
- Progression is evident across the topic, year and school.
- Children are retaining information and 3 L's are planned for.
- Hook days and visits have been planned with a tighter focus and learning intent.
- Staff supported- links and information shared. Year 3 planning together to focus learning.

- Assessment is beginning to be used consistently to give ARE data to inform next year group.
- Year 1,2,5,6 have children at 80% or more on track. Years 3 and 4 are below 80% on track so Year 4 and 5 will need some extra planning to ensure children catch up next year. Particularly Year 5 who are moving to next set of objectives so need to catch up on lower key stage 2 objectives.

Evidence: How do we know?

- Planning and books show that the question is being set and learning is used to answer the Big question eg Year 6 presenting answers to parents for China Topic.
- Map skills show clear progression across all year groups. Year 1 showed good progression in the topic of Rainforest. Lesson observations and book looks.
- Lesson observation in Year 2 showed good use of 3 L's and book look year 4 showed 3L's used. Pupil conferencing children were able to talk about learning across the year.
- Year 4 river trip met objectives. Year 3 Eastleigh topic hook day focussed on map skill revision. Year 2 Eastleigh visit and Year 1 bus tour were planned with Geography learning objectives.
- Year 5 and 3 hook days used to immerse in culture of America and Mediterranean countries.
- Percentage of children on track- Year 1 88%, Year 2 82%, Year 3 74%, Year 4 77%, Year 5 94%, Year 6 80%