

Geography

Teachers include a clear learning intention for each lesson. Teachers ensure that planning effectively builds upon the children's prior knowledge so that children's learning is progressive throughout their education so as to allow them to develop contextual knowledge of the location of globally significant places; and understand the processes that give rise to key physical and human geographical features of the world. Age appropriate skills and knowledge is embedded into planning with the flexible use of Focus knowledge and skill ladders to ensure a suitable level of progression and challenge.

Teachers communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing. Teachers ensure that all lessons are motivating, engaging and exciting for pupils with adequate opportunities for pupils to work collaboratively and allow their inquisitiveness to guide their learning. Teachers give children opportunity to consolidate computing, English and Maths skills within Geography lessons and ensure that the standard of this work is age appropriate.

Children benefit from enrichment opportunities to enhance their learning including visitors, trips and fieldwork opportunities. Teachers use formative assessment throughout lessons through teacher-child dialogue as they are investigating/learning, and end of unit assessments are considered before beginning the planning process to ensure that children's learning is perfectly tailored for them to achieve. Teachers make a judgement on children's ability to understand the subject using pieces of work, and conversations with the children as evidence. This is recorded on an assessment tracker using a colour coded system alongside notes to inform future teaching. Children are given regular opportunity to review and retrieve prior knowledge to ensure consolidation.

