



Godalming Junior School

Subject: Geography	Report prepared by: Agneta Roeser
<i>Our curriculum intent for Geography at GJS</i>	
<p>At GJS, every effort is made to select key content to teach our <i>ambitious, innovative, demanding</i> and <i>language rich</i> geography curriculum so that pupils learn the full scope of the subject. Ranging from the natural sciences to the social sciences, children are exposed to and actively learn about a range of topics and concepts such as Godalming as a local area study to mountain formations to our changing earth; studying naturally occurring phenomenon and the impact on local people around the world. The children build on prior learning using and applying geographical skills gained from their learning journey within the subject in a nuanced way.</p> <p>At Godalming Junior School we intend to teach and inspire our children to be curious, inspired and passionate about Geography. Children are encouraged to ask questions and explore multiple topics and skills to help them grow their understanding of the world around them and the people within using relevant evidence based research and curriculum research reviews to enhance the subject continually</p> <p>The scope and ambition of our geography curriculum is designed to instil a lifelong love for exploration and discovery. We follow the National Curriculum programme of study, ensuring we have a structured and progressive approach to geographical learning throughout the children's school journey. The following areas are explored across the year groups: local knowledge, place knowledge, human geography, physical geography and fieldwork.</p> <p>We provide our children with the opportunity to grow their understanding of the world around them by organising local school trips. Another way we intend to expand and stimulate children's knowledge and inspire our children to learn is through our curriculum and values-themed 10richment weeks.</p> <p>A wide range of subject specific vocabulary and terminology is important to create a <i>language rich</i> environment at GJS. We take great pride in developing students' understanding and inspire the use of more ambitious language with geographically correct terminology.</p>	
<i>How we implement the curriculum at GJS</i>	
<p>Geography is taught each week, over the course of one or two terms each year. The Class Teachers plan these lessons using the national curriculum and the GJS progression of skills and knowledge document to ensure lessons are engaging, progressive and differentiated to support all learners.</p> <p>Teachers use a range of questioning and assessment tools to address misconceptions and deepen children's understanding.</p> <p>Teachers recognise that building pupils' knowledge of locations, or 'where's where', helps them build their own identity and sense of place. Pupils develop an appreciation of distance and scale.</p> <p>Pupils see that geography is a dynamic subject where thinking and viewpoints change. Teachers anticipate and correct pupils' misconceptions through secure subject knowledge and a variety of effective teaching approaches.</p> <p>The Subject lead monitors planning to support and ensure all lessons are highly effective and purposeful. In addition, the Subject Lead monitors children's work regularly through book looks to ensure there is a clear progression of skills, knowledge and understanding.</p> <p>Geography is regularly assessed through set tasks and formative assessment techniques and methods.</p> <p>We use a 'Learning Journey' for each unit, these include links to prior learning, new skills and knowledge the children will obtain throughout the unit and future skills children will learn either in the next year group or in secondary school if they are in Year 6. The learning journey also includes the big questions the children will be investigating each week to inspire them and engender curiosity. These are used as the learning objectives or intentions for each lesson.</p> <p>Children learn a combination of procedural and substantive knowledge (the 'how' and the 'what') throughout their time at GJS and they are given opportunities to collect, present and analyse data whilst scrutinising the validity of the data and reach their own conclusions.</p> <p>Various 10richment weeks are effective ways in which children can learn more about the world we live in, these cover subjects which may be outside the national curriculum. In particular, during International Week each year, children have significant opportunities to immerse themselves in activities which relate to (and educate them about) life in 8 different countries from a nominated continent. During Earth week children learn about the environmental impact humans have on the world and how they can be more sustainable, considering the effects climate change is having on parts of the world.</p>	

There are various opportunities for purposeful cross-curricular writing. For example, in Year 5 they use writing skills taught in English to write a discussion text about the River Wey. In Year 6 explanation texts are created through the Mountains and Survival unit of work.

Field trips at GJS include a residential trip in Year 4 allowing the opportunity to attend an outdoor geography centre and in Year 5 children walk along a long stretch of the river Wey in our local environment, analysing and drawing the physical and human geographical features that are visible there. An activity at UKSA where Year 6 attend for their residential trip also looks at the human impact that follows plastic pollution on our oceans.

The impact of our Geography curriculum at GJS

GJS 10richment weeks have been very successful in teaching and extending children's understanding of the world today. Children have commented on how they enjoyed varied learning opportunities.

Learning Journeys are successful in helping children understand their learning and its purpose. This document is put in their books and it is revisited every lesson. Children say to the Subject Lead that they know what they are learning each week and they can explain how they have developed their conceptual understanding of the unit studied.

Each Geography unit includes vocabulary activities, which encourages children to explore subject specific terminology and develop their understanding of correct geographical language.

There is clear opportunity for progression; this is reflected in the children's books. When giving feedback, the majority of children often comment on how they have demonstrated a passion and clear understanding of geography.

Children have commented on how school trips have helped develop their learning and they have been highly engaged. Whilst capturing pupil voice, children expressed their excitement for Geography and proudly share work and articulate their learning.

Following twice-yearly data drops in all foundation areas, this allows the subject lead to scrutinise content of the curriculum, the pitch and expectation of activities and overall aims of units of work. This is then fed back to colleagues to make slight alterations to ensure the curriculum is fit for purpose each year.

Review 2024-25

Intent	Implementation	Costs	Actual Impact
(Your objectives)	(Actions)		(review of success criteria)
<i>Ensure geography curriculum aligns with the school's curriculum intent in being 'language rich'</i>	Review MT curriculum plans to ensure vocabulary section is explicit and clear, referred to within weekly sessions, possible links to Never Heard the Word sheets and references in displays Opportunities explicitly clear in learning walks and plans to allow for 'subject talk' enabling discussion/debate on content e.g. Big Questions as WALT's	£0	<i>Profile of effective teaching across the school that includes children being exposed to subject specific vocabulary, purposeful writing opportunities and opportunities to engage in purposeful talk as reinforced by the English lead (see English report). - Ongoing</i>
<i>Further develop extended writing opportunities within the geography curriculum</i>	Review curriculum and identify areas that could be enhanced by extended writing opportunities Ensure writing opportunities are aligned to the English curriculum to offer opportunities for children to be successful in their writing. Ensure MOST of the feedback within writing sessions still refer to geographical skills and knowledge	£0	<i>Writing opportunities capitalised on throughout the school in each unit of geography for the children to engage in purposeful extended writing as reinforced by English Lead report - Ongoing into 2024-25</i>

Action Plan 2025-26

Intent	Implementation	Costs	Projected Impact
(Your objectives)	(Actions)		(success criteria)
<i>To embed extended writing opportunities within the geography curriculum</i>	>Identify areas that could be enhanced by extended writing opportunities >Ensure writing opportunities are aligned to the English curriculum to offer opportunities for children to be successful in their writing. >Ensure feedback is a blend of writing and core geographical skills and knowledge	Time for year groups to review planning	<i>Writing 'quick win' opportunities capitalised on throughout the school in each unit of geography for the children to engage in purposeful extended writing</i>
<i>The teaching of geography to be consistently effective and contain highly effective elements as often as possible</i>	>Subject lead to work alongside SLT to identify areas for improvement through monitoring cycle and uplevel staff QFT methods e.g. through learning walks, book looks, pupil interviews, subject lead hub meetings	Staff Meeting time PRT	<i>The quality of teaching and provision to be improved across the school leading to improved outcomes for all children</i>
<i>Develop vocabulary webs for each year group</i>	>Successfully piloted in Y3 and Y6, the vocab webs offer opportunity for children to take ownership of their extended vocabulary and understanding of new concepts. >Best used as plenary - commit 4 minutes at end of each lesson to embed new words, knowledge and skills.	PRT, CPD, teacher planning	<i>Children to have greater ownership of their learning, leading to further questions about geography. Creating individual schemas to connect geography learning as skills and knowledge expand each year.</i>