



<p>What will you see in Geography lessons?</p> <p>Pupils will think about geographical questions using concepts of place, pattern, position and processes. Pupils will be encouraged to collect, analyse and communicate with a range of data that will deepen their understanding of geographical processes. Furthermore, a range of sources will also be presented for pupils to interpret such as maps, diagrams, globes and geographical information systems. Pupils will be encouraged to have active participation in every geography lesson, having time to think like geographers, both independently and through partner/group work. When new skills are introduced they are taught and reinforced in small steps, then they are practised regularly in a range of different contexts. Pupils work as geographers and will look closely at what real geographers do in the field. Pupils are challenged by their teacher to communicate their geographical knowledge through discussion, work in books and peer work. Pupils will learn to use and practise key vocabulary/phrases that the teacher will have explained through explicit teaching.</p>	<p>Primary GEOGRAPHY</p>	<p>What will you see that is specifically linked to Liverpool College and extends beyond the National Curriculum?</p> <p>Geography covers the key objectives from the National Curriculum and the new scheme Opening Worlds provides our pupils with rich, engaging and explorative lessons which extends beyond the National Curriculum requirements.</p> <p>All lessons are inclusive and can be adapted so that all children can learn the content explicitly.</p> <p>Environment day takes place every year and pupils have the opportunity to meet specialists who aim to make the environment a better place. Pupils are invited to the local meadow, take part in outdoor activities and complete explorative tasks throughout the day.</p>
<p>What formative / summative assessment will you see in Geography?</p> <p>Formative assessment is evident in every lesson. This is achieved, through marking, questioning and recapping at the start of each lesson. Teachers will observe where the gaps are and will address these misconceptions within the lesson. The teacher will ask next steps to further challenge pupils. Summative assessment happens at the end of each unit/each term, the teacher will grade the pupils on their progress made.</p>	<p>What will you see in pupils' Geography books?</p> <p>A range of geographical skills being demonstrated or discussed. Pupils will show evidence of map work, interpreting data from different graphs and research, highlighting similarities and differences of location as well as creating fact files, posters and information sheets. At the end of each unit you will find a synoptic task which closes the unit for some year groups.</p>	<p>Data from the last twelve months reveals particular strengths in:</p> <p>Interpreting and presenting geographical data.</p> <p>Data from the last twelve months reveals a current focus must be on:</p> <p>Improving map skills.</p>
	<p>When looking at the research review series and our current pupils, what common misconceptions will be addressed and when?</p> <p>A common misconception in Geography links to locational skills. Pupils often find distance and scale difficult especially in EYFS and KSI, locating countries as close together when actually they have a far distance between them. Misconceptions are included in lesson preparation and shared with all pupils prior to the consolidation of their learning. For example, pupils will become more confident in their locational knowledge in year 3 as this is where they start to learn more about the continents and how water separates areas.</p>	