

## Geography

### Intent, Implementation, Impact

#### INTENT

In accordance with the 2014 National Curriculum we provide a high-quality geography education that aims to inspire in pupils, a curiosity and fascination about the world and its people by making connections. Our teaching aims to equip pupils with knowledge about diverse places, people, resources and natural and human environments. We will learn how they are connected and provide children with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills will provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The implementation of this policy is the responsibility of all teaching staff.

We want our pupils to leave Park Street as responsible, global citizens. We aim to inspire a curiosity in our pupils and a fascination about the world and its people. We aim to teach pupils a deep and broad understanding of places and environments by making connections between these locations and people, and positive and negative impacts that humans can have on the physical environment. Through their work in geography, children will connect prior knowledge to new learning and experiences. They will learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They will learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children will gain an appreciation of life in other cultures. Geography teaching will motivate children to find out about the physical world and enable them to recognise the importance of sustainable development for the future of mankind.

We aim to support children in their learning by:

- stimulating children's interest in their surroundings and helping them to develop a knowledge and understanding of the physical and human processes which shape places
- providing learning opportunities that enthuse, engage, and motivate children
- helping them to foster a sense of curiosity and wonder at the beauty of the world around them, which encourages them to pursue knowledge and understanding of places in the world
- helping them to make sense of their own surroundings, through learning about their own locality and the interaction between people and the environment
- increasing children's knowledge of other cultures and, in so doing, teaching a respect and understanding of what it means to be a positive citizen in a multi-cultural city and country
- enabling children to know and understand environmental problems at a local, regional and global level
- encouraging in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- allowing children to learn graphic skills, including how to use, draw and interpret maps and the vocabulary necessary to carry out effective geographical enquiry
- helping them to apply their map reading skills to maps of different scales, including computer generated, ordnance survey, globes and atlas maps, and to use them to identify geographical features
- developing a variety of other geographical skills, including those of enquiry, problem solving, computing, investigation and how to present their conclusions in the most appropriate way
- supporting them in formulating appropriate questions, developing research skills and evaluating material to inform opinions

## **IMPLEMENTATION**

### **Teaching**

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research learning opportunities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to utilise and develop their computing skills in geography lessons, where this serves to enhance their learning. Children take part in role-play, independent work, group work and discussions, and they present their findings to the rest of the class. They engage in a wide variety of problem-solving learning. Wherever possible, we involve the children in 'real' geographical opportunities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue. We plan as many off-site geographical experiences as we can, ensuring that all children experience fieldwork, and the physical and human geographical environment first-hand.

Metacognitive strategies are embedded in the planning and teaching across all subjects at Park Street. Children are provided with learning journeys, outlining key learning objectives at the start of each topic, and these are referred to at the start of each lesson, reviewing what has been covered so far and what we will learn next. Learning objectives are made explicit at the start of each lesson and children are encouraged to self-evaluate their successes within the lesson and potential 'next steps' to further extend their learning.

Teachers endeavour to use their knowledge of SOLO taxonomy to support pupils in moving from pre-structural understanding towards extended abstract; first learning the new ideas, then making links between these ideas, and finally making connections to prior learning outside the current topic. These processes help to embed knowledge in the long-term memories of the pupils.

### **Inclusion**

We seek to make learning opportunities accessible to all by providing tasks which offer scaffolding for any children who may need it, including our pupils with SEND, Pupil Premium and those with English as an additional language. We endeavour to give every single child the opportunity to make progress and excel. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty - not all children complete all tasks but all children have opportunity to try.
- when appropriate, grouping children by ability in the room and adjusting tasks, support or resources for each group.
- providing resources of different complexity or reading level depending on the requirements of the child.
- using classroom assistants or teacher to support or extend children individually or in groups.
- planning off site learning experiences, online lessons and expert visitors to ensure all pupils have as many first-hand experiences of fieldwork, and human and physical geography as possible.
- setting additional 'challenge' tasks or questions to engage our gifted and talented children.

We ensure that all our children have the opportunity to gain knowledge and understanding regardless of gender, race, physical or intellectual ability. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, and linguistic or gender bias.

### **Planning**

Our curriculum covers all objectives from the National Curriculum and we ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. We build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. Topics are chosen in order to take advantage of the fantastic sites we have available on our doorstep in Cambridge, wherever appropriate. We have adapted the national scheme to the local circumstances of our school. We make use of the local environment in our fieldwork and in drawing comparisons between human and physical features in other regions and countries.

As a mixed-age school, our planning for each class is on a two year cycle, and the long-term curriculum overview outlines the topic studied in each class in each half term. These topics are cross-curricular and link to other subjects wherever possible. Some topics have a particular geographical focus and, in Key Stage 2, we place an increasing

emphasis on independent geographical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. Our objective tick-sheets outline which objectives are covered in each half term, and ensure every objective from the National Curriculum is covered, and that learning is not repeated unless for consolidation.

The class teacher writes medium and short-term plans for their geography lessons. These list the learning objectives for the term, and the objectives and activities for each lesson and are differentiated accordingly.

### Early Years

We teach geography in Owl Class as an integral part of the topic work covered throughout the Reception year. We follow the statutory Early Years Foundation Stage Framework and we use 'Development Matters' as a vehicle for delivering our curriculum. This enables us to cover the 'Understanding the World' objectives which ensures that we incorporate geographical knowledge and skills. These Early Learning Goals (ELGs) underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives, developing a child's knowledge and understanding of the world through activities such as drawing maps linked to fairy tales such as Little Red Riding Hood and following maps in our local area. Writing is always linked to our topic which often has a geographical theme.

### **Health and Safety**

- Teachers must plan safe activities, both on and off-site, and complete a risk assessment if necessary.
- The use of any equipment/materials/sources is to be modelled carefully prior to pupil access.
- Expectations about how to place, carry and use equipment/materials/sources are carefully outlined.

### **The Geography Co-ordinator**

- Takes the lead in policy development and the implementation of the Scheme of Work.
- Supports colleagues in their development of work plans, and implementation of the Scheme of Work.
- Monitors the resources and takes responsibility for the purchase and organisation of central resources for geography.
- Shares information about possible off-site visits, visitors or online sessions and supports in arranging them.
- Keeps up to date with developments in geography education and disseminates information to colleagues as appropriate.
- Monitors the teaching and learning of geography throughout the school.

### **IMPACT**

Continuity and progression in the curriculum are built around essential knowledge, understanding and key skills within Geography. Topic questions, learning journeys and concise objectives, work together to ensure that the children are clear about what they are learning and how they will do so.

We monitor the impact of our teaching and learning experiences in a number of ways:

- We ask questions designed to extend and scaffold further learning.
- We regularly assess the children's knowledge of key vocabulary before and after the topic is taught
- We mark each piece of work positively, making it clear verbally, or on paper, where the work is good, and how it could be further improved.
- Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. They use green pencil to make corrections or improvements to their work.
- Pupils are given printed learning journeys and success criteria on challenge headers each lesson to enable them to track their progress through each topic and to ensure they are aware of their successes and next steps.
- Formative assessment is used by teachers each lesson to identify gaps and next steps for individual pupils, enabling them to move on in their learning. This is carried out using precise questioning to test conceptual knowledge and skills, and using pupil work.
- In Reception all work is linked to the EYFS curriculum and assessed accordingly.

- At the start of a topic mind-maps are used to give the opportunity for children to demonstrate their prior knowledge, and to enable teachers to adjust their planning accordingly. These are added to at the end of the topic to highlight progress and for teachers to respond to any misconceptions or gaps. A SOLO hexagon activity is also used at the end of each topic, allowing children to express their depth of understanding, and teachers to respond accordingly.
- The geography subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in geography for each age group in the school and are used for moderation between staff.
- Reports to parents are written once a year, describing each child's attainment in geography.

By the time pupils leave Park Street Primary School they will:

- Have a passion for the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have an excellent knowledge of where places are, what they are like and how they are connected.
- Have an excellent understanding of human and physical geography, including the ways in which humans interact with, and impact their physical environment, positively and negatively.
- Have extensive knowledge of geographical vocabulary.
- Be confident and skilled when carrying out geographical enquiry, applying questioning skills and using effective presentational techniques to support them in sharing their findings and drawing conclusions.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
- **By arming children with powerful knowledge about the world around them, we believe that this will help them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen.**