

Geography at St Monica's School



Geography

A high-quality geography education inspires curiosity and fascination about the world and its people that will remain with children for the rest of their lives. The pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Their growing knowledge about the world will help them to deepen their understanding between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National curriculum 2014

During Foundation Stage at St Monica's School

In EYFS children talk about the features of their own immediate environment and how environments might vary from one another. They make simple maps and are taught how to use positional language. The children observe the different seasons and use associated language to describe the weather. They make observations of animals and plants in their environments and explain why some things occur, and talk about changes.

During Key Stage 1 at St Monica's School

In Key Stage 1 children will develop their knowledge about the United Kingdom and their own locality. They'll learn how to use maps, atlases and globes as well as learn simple compass directions. The children will also study seasonal and daily weather patterns in the United Kingdom and look at the hot and cold areas of the world in relation to the equator and the North and South Poles. In addition, a contrasting non-European country will be studied. Children will be taught how to use geographical vocabulary and complete fieldwork.

During Key Stage 2 at St Monica's School

In Key Stage 2 the children will look to extend their knowledge to beyond their local area to locate counties and cities of the United Kingdom. They will study Europe (including Russia) as well as North and South America and identify the position and significance of the lines of longitude and latitude. They will look at similarities and differences of human geography such as types of settlement and land use. They will also study physical geography elements such as climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. Children will continue to use maps, atlases and globes and will use the 8 points of the compass in their work. They will use four and six figure grid references and ordnance survey maps. They will refine their fieldwork skills.

Planning

- We follow the "Opening Worlds" curriculum written by Steve Mastin and Christine Counsell from summer term of Year 2 until Year 6.
- KS1 have their own medium plans.
- The curriculum map shows the units to be covered each term.
- Plans are annotated and adapted so that all pupils, regardless of attainment, are able to access the content.
- More able children are planned for so that they can deepen knowledge and skills.

Teaching

- Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired work, guided and independent work and whole class work.
- Opportunities to develop core literacy skills are exploited through geographical inquiries as well as the learning of new vocabulary
- A range of resources are used to enhance learning including using a variety of maps, atlases, globes, watching videos and reading information texts.

<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback • Written feedback 	<ul style="list-style-type: none"> • Relevant vocabulary is explicitly taught, evident in the classroom and used in discussion and reasoning. • In KS2 children have a geography lesson every week and have a geography book to record work. • In KS1 children have three geography units over each academic year and record their work in a humanities book.
<p>Assessment</p> <p>Formative:</p> <ul style="list-style-type: none"> • AFL is used within each lesson to establish next steps for pupils. • Questioning take place regularly to ensure content is being learnt • In KS2 a synoptic task is completed at the end of each unit of work <p>EYFS:</p> <ul style="list-style-type: none"> • Teachers and NNEB's make observations regarding the pupils' development in this subject. 	<p>Resourcing and display</p> <p>Working wall:</p> <ul style="list-style-type: none"> • Classroom displays are kept up to date and relevant to class themes, displaying key vocabulary and concepts that are being taught in Geography. <p>Resources:</p> <ul style="list-style-type: none"> • Teachers are encouraged to add any new resources and display materials that they have created to their planning files. • Atlases and online digital maps OS maps, aerial photographs, globes, fieldwork equipment are kept in classrooms.
<p>Monitoring:</p> <p>Monitoring is undertaken by the phase leader and SLT during the school year. This will include</p> <ul style="list-style-type: none"> • learning walks during geography lessons • scrutiny of geography books • discussions with pupils about what they have learnt 	