

# Geography at St Monica's School



## Intent

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**

At St. Monica's, we believe that Geography should ignite a real sense of curiosity and nurture responsible citizens. Children are able to explore the world around them and the people who live in it, through real, relevant, immersive and purposeful learning opportunities. The children learn about where places are and what they are like by exploring their physical and human geographical characteristics. Their enquiries are guided by the core geographical concepts of location, place, pattern and environment at varying scales, whilst investigating the processes and interconnections that occur within and between places. Geography is inherently an investigative subject and, as such, our children engage in fieldwork experiences that deepen their understanding of geographical processes by collecting, analysing and communicating with a range of data. They also apply their geographical skills to interpret a range of sources of geographical information, including: maps, diagrams, globes, aerial photographs and geographical information systems, and then communicate this in a range of forms, such as: quantitative skills and writing at length. The aims of the Geography curriculum are:

- To provide real, relevant, immersive and purposeful opportunities for children to develop a secure understanding of the world around them.
- To support children in communicating their understanding effectively and coherently using relevant geographical vocabulary, linked to a range of geographical knowledge, including: locational, place and human & physical.
- To provide children with high-quality opportunities to enhance their geographical skills and fieldwork.
- To develop children's interest in the subject and a real sense of curiosity about the world around them at varying scales.
- To enable children to successfully develop their understanding of substantive and disciplinary geographical content.
- To support children's engagement in geographical reasoning about change (past, present and future change), diversity across space and interaction between places, phenomena and processes in the world.
- To inspire and engage children with the subject through enrichment opportunities, projects and external visits.

## Implementation

### 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 studying geography as a discipline, pupils will:

- Think about geographical questions using concepts of place, scale, diversity and variation over space, change, interaction and relationships; pupils tackle questions in which they solve problems concerning place, pattern, position and processes;
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that develop their geographical skills and deepen their understanding of geographical processes;
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital technologies;
- Communicate geographical information in a variety of ways, including through maps, numerical and

		<p>quantitative skills and writing at length</p> <p>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.</p> <p>They will also study physical geography elements such as climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and 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.</p>
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<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• The school's curriculum maps show the units to be covered each term, which over each key stage, will include: Locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork</li> <li>• In KS2 we use the Opening world's curriculum. This has a long-term overview showing progression and each weekly lesson is mapped out with synoptic tasks at the end of each topic.</li> <li>• There is a medium-term plan for each unit of work</li> <li>• Plans are annotated and adapted so that all pupils, regardless of attainment, are able to access the content.</li> <li>• Support is given through scaffolds, use of widgets and colourful semantics for those children who require it.</li> <li>• More able children are planned for so that they can deepen knowledge and skills.</li> </ul>
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<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired work, guided and independent work and whole class work.</li> <li>• Opportunities to develop core literacy skills are exploited through geographical enquiries as well as the learning of new vocabulary</li> <li>• A range of resources are used to enhance learning including using a variety of maps, atlases, globes, watching videos and reading information texts.</li> <li>• Relevant vocabulary is explicitly taught, evident in the classroom and used in discussion and reasoning.</li> <li>• In KS2 children receive a geography lesson every week and have a geography book to record work.</li> <li>• In KS1 children have geography every other half term and record their work in a humanities book.</li> </ul> <p>Pedagogical approaches in Geography:</p> <ul style="list-style-type: none"> <li>• Narrative and story telling</li> <li>• Retrieval practice</li> <li>• Explicit vocabulary instruction</li> <li>• Access to high quality texts</li> <li>• Slides with strong visuals and interwoven opportunities for development of geographical skills</li> <li>• 10 proven techniques from the opening worlds curriculum to enhance children's long-term learning (Pre-teaching vocabulary; storytelling; Listening to new words; choral response; Don't ask one, ask 5; secure fluency; Core knowledge/supporting hinterland; Secure pace; avoiding guessing; Check understanding through quizzing).</li> </ul>
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<p><b>Marking and feedback</b></p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Oral feedback</li> <li>• Written feedback</li> </ul>
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## Impact

Given that they uniquely address the study of humans in society through time and their interaction with the planet, the humanities subjects through the opening worlds curriculum provide distinctive contributions to pupils' overall education. If scope, rigour, coherence and sequencing are properly configured, these subjects foster the knowledge, skills and dispositions for pupils to:

- thrive through informed curiosity about the world;
- view human challenges, quests and achievements through the lens of the long traditions that have shaped them;
- think critically about how to change the world for the common good;
- gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises;
- understand and value the diverse experiences and contributions of others who may be very different from themselves;
- enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves;
- understand the power of learned communities working collaboratively to seek truth in their claims about the world;
- gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world;
- build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales;
- appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.

## Assessment

### Formative:

- AFL is used within each lesson to establish next steps for pupils.
- Mini 'quizzes' take place regularly to ensure content is being learnt.
- In KS1 an exit task is completed at the end of a topic to assess understanding.
- In KS2 a synoptic task is completed at the end of each unit of work
- KS2 end of term assessment to be completed for both humanities.

### Summative:

- Half termly a class list is submitted to the Geography leads after each topic to identify children working towards and working at the expected standard. This judgement is supported by the synoptic task and termly assessment, alongside classwork. This data informs future planning and support needed moving forward.

### EYFS:

- Teachers and NNEB's make observations regarding the pupils' development in this subject. This is recorded on tapestry.

## Resourcing and display

### Working wall:

- Classroom displays are kept up to date and relevant to class themes, displaying key vocabulary and concepts that are being taught in Geography.

### Resources:

- Teachers are encouraged to add any new resources and display materials that they have created to their planning files.
- Atlases and online digital maps (digimaps online), OS maps, aerial photographs, globes, fieldwork equipment are kept in classrooms.

## Homework

- Booklets for each topic made available half termly on Google classroom for the children to access. Pre-reading may be set and this also support children become familiar with the core vocabulary prior to lessons (word aware).
- Preparation for synoptic tasks sometimes set.
- Research or gathering data to support classwork.

## Cross-curricular

- **Reading:** use of vocabulary-rich booklets, including phonetic pronunciation where appropriate, writing texts that link to Geography topics (e.g. earthquake experience narrative in Year 5), Whole Class Reading texts that link to previously or currently studied topics.
- **Writing:** Geography synoptic tasks are approached, taught and assessed as pieces of extended writing in English lessons. Writing outcomes in English can be linked to geographical areas of study.
- **History:** The Opening Worlds curriculum is designed to be taught alongside its History strand and frequent cross-curricular links occur between the two. (For example, learning about the River Indus in the Year 3 Rivers topic develops children's senses of place before exploring this region further through the Indus Valley civilization)

### Parental engagement

- Half termly curriculum newsletters outline the topics and content to be covered.
- Booklets for each topic shared to access on google classroom.
- Our School website – clearly communicates vision, implementation and relevant documents, including curriculum maps for each year group.

### Monitoring:

Monitoring is undertaken by the Geography leads and SLT during the school year. This will include:

- learning walks during Geography lessons
- scrutiny of Geography books
- discussions with pupils about what they have learnt

### Staff CPD and leadership training

- Geography Subject Leader Meetings for leaders
- HEP Geography leaders networking events
- Subject leaders supporting colleagues in planning, delivering and assessing the curriculum
- Subject leadership support through release time.
- EYFS, KS1 and KS2 Geography Learning Walks termly to monitor teaching and learning
- Open door policy/communication between Geography leads and all staff
- Staff meetings scheduled to support the planning and delivery of the geography curriculum

### Useful documents:

- Curriculum maps for each year group
- Geography overview for the school
- Opening worlds humanities curriculum plan and rationale
- Progression in opening worlds booklet
- Geographical skills – a guide for Opening worlds teachers
- Opening worlds Geography fieldwork guide
- Geography topic pages, detailing prior learning, new learning and key vocabulary
- The School website detailing intent and overview