

# 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.

Our aim in Geography is to 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. *National Curriculum 2014*

## Implementation

### During EYFS 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 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.

## Planning

- The school's curriculum maps detail the units to be covered each term and includes: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.
- In KS2 we use the Opening World's curriculum. This has a long-term overview showing progression. Each weekly lesson builds on vocabulary, skills and knowledge.
- There is a medium-term plan for each unit of work.
- Plans are annotated and adapted so that all pupils, regardless of attainment, are able to access the content.
- Support is given through scaffolds, use of widgets and colourful semantics for those children who require it.
- More able children are planned for so that they can deepen knowledge and skills.

## Teaching

- Flexible groupings are used during lessons: 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 enquiries 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, videos and reading information texts.
- Relevant vocabulary is explicitly taught, evident in the classroom and used in discussion and reasoning.
- In KS2 children receive a geography lesson every week and have a geography book to record work.
- In KS1 children have geography for three half terms and record their work in a humanities book.

Pedagogical approaches in geography: narrative and storytelling; retrieval practice; explicit vocabulary instruction; access to high quality texts; slides with strong visuals and interwoven opportunities for development of geographical skills; and 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).

### Marking and feedback

Work should be marked according to the school marking policy by using:

- Peer and self-assessment
- Oral feedback
- Written feedback

### 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.

#### Summative:

- Each half term, the children are assessed from work produced in lessons.
- Assessments are submitted to the geography lead after each topic to identify children *working towards* and *at* the expected standard. 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.

### Cross-curricular

- Reading - use of vocabulary-rich booklets, including phonetic pronunciation where appropriate, whole class reading texts that link to previously or currently studied topics.
- Writing - the broad range of activities and tasks in geography lessons allow children to display their writing in a number of different styles: instruction, recount, explanation, information, analysis, evaluative.
- History - the Opening Worlds curriculum is designed to be taught alongside its history strand and frequent cross-curricular links occur between the two. E.g.: In the geography 'Rivers' topic, when learning about the River Indus, the children develop a sense of place before exploring this region further through the Indus Valley civilization.

### **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.