

### **Purpose of Study**

The study of Geography involves pupils in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Many opportunities and challenges will arise during their lifetime that will be very much about Geography - on a personal, local, national and global level. From adapting and mitigating the impact of climate change to predicting natural hazards such as Tsunami and Earthquakes, to understanding the causes and effects of population migration around the world our pupils will need to know about Geography and to think like geographers. Geography helps to prepare them for life in the 21<sup>st</sup> century with all of it's currently unknown possibilities. In terms of what we teach in Geography and how we encourage and support our pupils to learn in the subject we seek to develop young geographers who are able to make links and connections between the natural world and human activity and to understand the kind of questions geographers ask such as *Why is this place like it is, how is it changing and what will be the costs and benefits of these changes when they happen?* In line with the statutory requirements of the school curriculum which must be balanced and broadly based, our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in Geography which is informed by the National Curriculum.

### **Aims**

When teaching Geography we aim to:

- develop pupils' interest in their surroundings and in the variety of human and physical conditions on the earth's surface;
- foster pupils' sense of wonder at the beauty of the world surrounding them;
- help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance pupils' sense of responsibility for the care of the earth and it's people and secure their commitment to promoting and living sustainable lifestyles;
- develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using computing to communicate with and explore a variety of people, places and environments across the world;
- help pupils explore values and attitudes about complex issues such as sustainability and sustainable development;
- enable pupils to study the above across a range of places, cultures and environments at a variety of scales, from local to global;
- foster a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.

### **Inclusion and Special Educational Needs**

Schools have a responsibility to provide a broad and balanced curriculum for pupils. Teachers will differentiate and modify, as necessary, the National Curriculum content to provide all pupils with relevant and appropriately challenging learning at each key stage. Geography forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with geographical learning and develop as young geographers irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.

### **Expectations of outcomes**

At our school we want pupils to become better geographers. To enable this to happen we have established an outcomes driven curriculum which recognises the crucial importance of identifying not just what we want our pupils to know and do in Geography but more crucially the intellectual outcomes we intend them to achieve by and through their learning.

The progression in subject outcomes are as follows:

Recognise - identify - Respond - Express - Basic Subject Vocabulary

Describe - Observe - Reason- Select - Speculate -Appropriate Subject Vocabulary

Classify - Categorise - Sequence - Compare and Contrast - Views and Opinions

Understanding through informed Explanation and Synthesis -Specialist Subject Vocabulary

Highlight and explain Links, Patterns, Processes and Interrelationships

In the Foundation Stage and at Key Stage 1 our core subject expectations enable pupils to learn and consolidate the fundamental attributes of a being a geographer. At this stage there is a particular focus on ensuring that our pupils are able to recognise, identify, describe, observe reason and begin to offer explanations for geographical phenomena whilst using basic and increasingly appropriate subject vocabulary. These anticipated outcomes are reflected in our performance descriptors for the end of Key Stage 1.

During Lower Key Stage 2 our expectations increase proportionately as we challenge our pupils not only to know more but also to master progressively more demanding subject outcomes such as reaching explanations through the synthesis of evidence, perhaps from a wide range of sources. We also plan accordingly for the use of more specialised subject vocabulary. These expectations are laid out in our subject performance descriptor for the end of Lower Key Stage 2.

### **Teaching and learning**

In Geography the learning is underpinned by a *key question led enquiry approach*, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At our school therefore we seek to encourage pupils to learn their geography through big question led enquiries about topics, places and themes which focuses on real people, places and geographical issues and allows them sufficient scope and time to really engage in high order subject skills such as developing explanations. We are very careful to be selective about the subject content we use to ensure that a balance is achieved between knowing more content and the development of key subject skills and outcomes. Our approach to leading learning in geography through big investigative 'How' and 'Why' questions ensures that achieving key subject outcomes and our pupils being able to develop as young geographers remains central to all we do.

During EYFS and Key Stage 1 we challenge and support our children to undertake geographical investigations which enable them to use and apply basic and appropriate subject vocabulary, subject tools (including maps, aerial photographs and graphical data and fieldwork skills) to recognise, identify, describe, observe, reason and begin to explain the interaction of people with their environments through pursuing the following enquiries:

Topic	Key Question for investigation
All Around Us	What do we like about our world? How can we keep it nice? Reception
Where in the world is Barnaby Bear?	How does the weather affect our lives? And Why don't penguins need to fly? Year 1 Autumn
Plants/Seasonal changes	Why does it matter where our food comes from? Year 1 Spring
Seaside holidays	Why do we love being beside the seaside so much? Year 2 Autumn
Our school environment	What's the geography of where I live like? Year 2 Spring
Island life: locality study comparing UK island and tropical island	How does the geography of Kampong Ayer compare with where I live? Year 2 Summer

During Lower Key Stage 2 we challenge and support our children to undertake geographical investigations which enable them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools (such as satellite imagery and GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach conclusions about the interaction of people with their environments through the study of the following topics, places, themes and issues:

Topic	Key Question for investigation
UK region Southwest of England regional study Badbury Rings	How and why is my local environment changing? Year 3 Autumn/Spring
Cities around the world	Why do over half of the people in the world live in cities? Year 3 Summer
Amazon Rainforests	How could our lives be more sustainable? Year 4 Spring
Modern Egypt :Deserts and water	Why are jungles so wet and deserts so dry? Year 4 Summer

Details about the key subject outcomes and possible sources of evidence of attainment for KS1 and KS2 are listed in the adopted scheme of work, **Primary Connected Geography** by David Weatherly (Collins).

*Regular and high quality outdoor learning* is central to a young person's statutory entitlement in Geography. It provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the 'real' world. Fieldwork provision enables pupils to become observant, to develop the skills of recording, analysis and deduction and to start to develop 'enquiring minds'. Fieldwork is a core element of geographical learning in every year group in line with the National Curriculum and this entitlement, along with the appropriate guidance on completing a risk assessment and ensuring awareness of school emergency procedures, is identified in the appropriate enquiries we plan and resource.

### **Connecting Geography to other areas of the curriculum**

In our planning we have made meaningful links with other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the geographical understanding of our pupils. Making links is important because it highlights to pupils the interconnectedness and interdependence of the real world.

### **Assessment, Recording and Reporting**

Assessment is an integral part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress. Recording begins in Reception with the Foundation Stage Profile and in the National Curriculum years class teachers assess learning against agreed developing, secure and deeper mastery descriptors for History.

A range of assessment tasks involving written work, oral presentations, investigations, use of ICT and annotation of drawings are planned where appropriate.

### **Monitoring and Evaluation**

To ensure consistent and coherent curriculum provision the subject leader monitors the delivery of the history learning through observation and discussion with teaching staff, as well as through discussions with pupils and the scrutiny of their written work. Also, through moderation, teacher assessment judgements are examined to assess subject effectiveness.

Reviewed January 2019

Next Review date January 2021