

# Geography



## Subject Lead:

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## Subject Intent:

At St Columba Major Academy, we aim to develop pupils' curiosity and wonder about the world around them by planning and facilitating a broad and ambitious cyclical curriculum; that provides opportunities for all pupils to be immersed in their surroundings.

Pupils will begin their geography learning journey by exploring their immediate surroundings (school) then at a local level (St Columba Major and nearby places) before deepening their understanding of place and location by learning about a range of places; nationally and globally to help develop and strengthen their knowledge and understanding of the Earth's physical and human processes.

We aim to give our learners strong geographical knowledge, good enquiry skills, the ability to use a range of maps, the skills to collect and analyse data and the ability to communicate information in a variety of ways. A whole school specific area of focus is to develop and improve fieldwork skills, knowledge of the world and their place within it.

We want our pupils to have respect and interest for their world and subsequent geography learning, which is purposeful, progressive, and engaging. Our pupils will gain knowledge and skills through high quality teaching, both inside and outside of the classroom. Teachers will assess pupils' knowledge, understanding and skills by assessing starting points and measuring progress, against specific curriculum objectives.

We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

## Covid Catch-Up Plans

Priority Objectives 2021-2022  
 A-Curriculum and Leadership  
 B- Literacy (Reading and Writing)  
 C- Attainment and Progress (SEND/MA/Disadvantaged)

Oracy: planned opportunities for speaking and listening within groupwork and direct teaching

Questioning: developing oracy, reasoning, and communication. Aids in facilitating learning for appropriate intent, pitch, purpose and outcome.

## Teaching

Subject specific lessons (within a topic-based approach)  
 Key vocabulary prioritised  
 Key Instant Recall Facts (KIRF's) planned and woven into daily practice  
 Sequences of teaching and learning built for each component (built on prior learning and assessed with final composite)  
 Community link with local secondary school

## Personalised Learning

Quality First Teaching  
 Differentiated Learning to meet needs of all learners (See strategies for supporting SEND)  
 Reference to the TDA document for including pupils with SEN and/or disabilities in primary geography  
 Flexible grouping and seating within classes  
 Use of resources, models and images  
 Variety of ways of recording outcomes  
 Outdoor learning provision (school grounds and forest school)

## Resources

Royal Geographic Association subscription  
 Geographical Association subscription  
 World Maps in every classroom  
 Globes  
 Atlases (Early years, KS1, KS2)  
 Compasses  
 Corridor display to inform  
 World Map accessible for all pupils  
**Next Step: Auditing resources**

## Cultural Capital

Fieldwork opportunities (focus area of development- see action plan)  
 A range of school trips or visitors to school  
 Outdoor learning  
 Forest School  
 Economic awareness developed through:  
 - Learning about different countries of the world  
 Understanding of trade supported by secondary school community link (Humanities student leader programme)

## Assessment

Formative assessments by all adults in all lessons to reframe learning (if required)  
 KIRF questioning  
 End of unit composite  
 Teachers assess against NC objectives and skills/knowledge progression statements  
 Verbal quizzes  
 Marking of learning  
 Geography P scales  
 Pupil conferencing- know more, remember more.

## Inclusion - SEND

Quality First Teaching  
 Planned additional support from adults (and as required)  
 High Quality Interventions (as required)  
 Differentiated learning  
 IEP Targets  
 Target cards-wider curriculum  
 Visual support  
 Working walls/displays  
 Cyclical curriculum  
 SEND document - support pupils to access Geography

## Curriculum Scope and Progression

Meets the requirements of the NC through:  
 Component parts are sequenced to build on prior learning  
 Reconnect lessons to fill any missed, rusty or lost learning following initial assessment at start of learning  
 Wider curriculum links -  
**Spring Term: Disciplinary and Substantive knowledge mapped out across the school**

## Working as a Geographer

What is Geography? Corridor display  
 Opportunities for cross-curricular links, as appropriate  
 Breadth of learning planned encompassing both disciplinary and substantive knowledge  
 Planned opportunities for cross-curricular links as appropriate  
 Explicit Geography lessons

## Monitoring

- Book looks
- Pupil conferencing
- Learning drop-in's
- Planning check
- Teacher feedback
- Knowledge and Skills organisers
- Governor visit

## Outcomes

**2020-2021**  
 Pupils enjoy learning in Geography and can articulate their learning. Pupils understand that Geography is about 'the world'.  
 develop contextual knowledge of the location of globally significant places  
 Broaden their knowledge of different cultures and promote tolerance of others. By studying Geography, pupils will understand how the world is a global stage and they are global citizens on this platform. They will learn how geography plays a big part in politics and the movement of people and goods and how this has shaped our society today.  
 Pupils will be accepting and tolerant of all cultures as they understand the world as one community.  
 From monitoring and pupil conferencing, standards are judged.

<p style="text-align: center;"><b>Disadvantaged Pupils</b></p> <p>Quality First Teaching  Planned additional support from adults (and as required)  Planned interventions as required  Catch-up plan to review and revisit any missed knowledge or skills opportunities</p>	<p style="text-align: center;"><b>Transition</b></p> <p>Information and data sharing with class teachers  Links with secondary school to share information</p>	<p style="text-align: center;"><b>CPD</b></p> <p>Geography Leaders - termly meetings with Kernow Learning Humanities leads  Independent reading and research  Staff meetings -planned for Spring term (What is Geography? and resources)  Staff questionnaire about facilitating Geography-CPD sessions planned as a result of feedback  Summer Term (Field work) focus and CPD training</p>	<p style="text-align: center;"><b>Strengths</b></p> <p>Development of children's knowledge of both disciplinary and substantive Geography  Working walls support learning  Development of Vocabulary and Questioning  Children enjoy geography  Pupils are demonstrating a much greater range of critical thinking skills.  Pupils demonstrating a greater range of geographical skills such as map reading and critical thinking.  Pupils in Y6 are starting to use geolocation.  Pupils are linking life sciences to geography such as biomes and comparing one biome to another and how that effects human and physical geography.</p>	<p style="text-align: center;"><b>Next Steps</b></p> <p>Disseminate and embed the recommendations from the Ofsted Research Review into Geography</p> <p>Develop and monitor the teaching of geography ensuring that learning is progressive.</p> <p>Is planning progressive? Does this develop the disciplinary knowledge of being a Geographer? Can pupils discuss their knowledge and skills?</p> <p>Further focus and development on a cyclical approach to Geography.</p>