

Geography



Subject Lead:

Rosie Rowe-Best

Subject Intent:

'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'

Barack Obama

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 components.

We deliver an inclusive curriculum which accommodates and supports 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). Teachers and support staff plan for and adapt pedagogy to the needs of our pupils to further support their understanding and attainment in Geography.

Catch-Up

Priority Objectives 2023-2024

1. **Curriculum**-to secure a rich text led curriculum across all subjects that strengthen pupils vocabulary and enriches their knowledge and experiences.
2. **Outcomes**- targeted support for every child who needs it with specific focus on identified pupils (DP) to ensure all pupils achieve outcomes
3. **Pedagogy**- To secure consistency in implementation in every class.

Assessment check points: to review and re-teach where necessary prior learning (across key-stages and current year).

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

Specific learning intentions are planned for the progression of knowledge within and over a series of units (securing differentiation and support resources for all).

Geography is taught as a standalone subject using an enquiry question to hook interest and facilitate learning of knowledge and skills.

Key vocabulary prioritised and is planned into specific lessons.

Key Instant Recall Facts (KIRF's) planned and woven into daily practice.

Personalised Learning

Quality First Teaching

Fiction and non-fiction texts, visuals, models, guided groups, adaptive practice used to meet the needs of learners (securing)

Flexible grouping and seating within classes

Variety of ways of recording outcomes

Outdoor learning provision (school grounds, forest school and local environment- St Columba Major).

Resources

Securing

Royal Geographic Association subscription

Geographical Association subscription

Globes

Atlases (Early years, KS1, KS2)

Compasses

Fiction and Non-Fiction texts linked to learning components in each year group.

Corridor display to inform *What is Geography and how are we geographers?*

Large scale World Map accessible for all pupils

Cultural Capital

Fieldwork opportunities (securing- see action plan)

Picture News, weekly assembly- Geographical links for all to learn about events and their impacts on human and physical features around the world.

Outdoor learning

Forest School

Economic awareness developed through:

- Learning about different countries of the world
- Securing an awareness of differences around the world, making simple comparisons to our own lived experiences and knowledge of places locally and nationally

Securing links to understand *trade* supported by secondary school community link via the Humanities student leader programme- Treviglas

Assessment

Teachers plan for Assessment Check Points at the start, within and end of each learning session.

Formative assessments by all adults in all lessons to reframe learning (if required)

Teachers assess against National Curriculum components to inform a summative judgement.

KIRF questioning

End of unit composite

Verbal quizzes- enquiry based

- Where is this places?
- What is it like? (and why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

Marking of learning

| | | | | |
|---|--|--|--|---|
| <p>Inclusion - SEND</p> <p>Quality First Teaching (I do, We do, You do) Planned additional support from adults (as required) opportunities for collaborative learning Adapted learning- scaffolding, vocabulary banks, images, visuals Range of resources including, maps, globes and atlases suitable for all learners Now and Next boards IEP Targets Visual support Working walls/displays Cyclical curriculum Supporting Every Pupil in Geography-CPD document</p> | <p>Curriculum Scope and Progression</p> <p>Planned opportunities to secure fieldwork Meets the requirements of the NC through: Component parts are sequenced to build on prior learning (EYFS "Novice" to Year 6 "Expert"). Disciplinary and Substantive knowledge mapped out across the school. Reconnect lessons to fill any missed, rusty or lost learning following initial assessment at the start of learning.</p> | <p>Working as a Geographer</p> <p>What is Geography? Corridor display Breadth of learning planned encompassing both disciplinary and substantive knowledge Explicit Geography lessons Opportunities to retrieve Geographical knowledge and understanding within other subject areas (History, Art, PSHE, Science, Maths)</p> | <p>Monitoring</p> <ul style="list-style-type: none"> • Book looks • Pupil conferencing • Learning drop-in's • Planning monitoring • Teacher feedback | <p>Outcomes</p> <p><u>2022-2023</u> Pupils enjoy learning in Geography and can articulate their learning. Pupils understand that Geography is about 'the world'.</p> <p>National Curriculum objective assessments completed by every class teacher show that Year 1- Meeting Expected standard Below Expected: Name, describe and compare familiar places. Link their homes with other places in their local community. Year 2- Not yet secure: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom - begin to compare.</p> |
| <p>Disadvantaged Pupils</p> <p>Quality First Teaching Planned additional support from adults (and as required) Planned interventions as required.</p> | <p>Transition</p> <p>Information and data sharing with class teachers Links with secondary school to share information.</p> | <p>CPD</p> <p>Geography Leaders - termly meetings with Kernow Learning leads</p> <p>Independent reading and research Staff meetings -planned for Spring term (What is Geography? and resources) Summer Term (Field work)</p> | <p>Strengths</p> <p>Standard of learning in books 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>Next Steps</p> <p>Disseminate and embed the recommendations from the Ofsted Research Review into Geography</p> <p>Develop and monitor teaching and learning of Fieldwork - Is it planned for? Is this purposeful? Is this progressive? Does this develop the disciplinary knowledge of being a Geographer? Can pupils discuss their learning and how it has enabled them to be a Geographer?</p> |