

# GEOGRAPHY ON A PAGE



**Governor evaluation day, 2022:** “It is obvious all pupils enjoy geography and can articulate clearly the concepts and skills they have learned in recent topics. All spoke about ‘environmental activism’.”

**Pupil voice:** ‘We looked at the common, the school grounds and where we are then coloured it on our maps.’ (Year 1) ‘Geography is studying different countries. We are learning about climate change: what we’ve done and how we can help.’ (Years 3 and 4) ‘I like geography because the world’s really big and I enjoy learning about it. I didn’t know where the Amazon was before but I do now.’ (Years 5 and 6).

## Intent - We aim to...

Begin to understand the people and places in the local community, extending and connecting to a wider and more global context.

Learn about their county, country, the world and the universe; and it includes the national curriculum.

Adapt to a changing world, particularly in areas such as environmental and climate change so the children are actively experiencing relevant knowledge, while also developing skills that are relevant to their current and future lives (Kidd).

Be able to be able to present and interpret geographical knowledge in a number of ways: maps, writing, exhibitions, debates, data, apps and fieldwork.

## Implementation - How do we achieve this?

### Planning and Knowledge Organiser (KO)

The teachers have access to the school’s Geography KO and use that as their basis for planning. This document outlines what knowledge and vocabulary should be used when covering a geography unit. The planning has been developed by teaching teams to have a narrow, deep focus. Teachers are able to see what skills and knowledge have been taught previously and therefore ensure a clear progression.

### Substantive Knowledge

In EYFS and KS1 the children learn about local geography: the school, the common and the village itself. In Key Stage 2 this widens to other parts of the UK, other countries, continents and the wider world. Map skills develop as children progress through the school, for example using grid references, compasses in years 5 and 6. From Year 2 onwards the children use an elicitation including a map of the world for the children to build upon their geographic knowledge of countries, continents and oceans of the world.

### Disciplinary Knowledge—Being Geographers

We believe that pupils should learn the disciplinary knowledge of what it is to be a geographer—studying the world, finding information and presenting it. As children go up through the school, more complex data is recorded and it is presented in more complex ways. For example, children in year 1 observe the sky and record it in a diary; children in years 3 and 4 make rain gauges and present rudimentary climate graphs using lolly sticks; in years 5 and 6 the children use meteorological equipment to measure temperature and rainfall; the data is presented in 3-axes climate graphs.

### Final Outcomes

The standard of the final pieces of work is high, demonstrating what the children have learnt. Expectation for PP and SEN is the same as all other children.

## Implementation - continued...

### Eco curriculum

**Governor visit, 2022:** 'Themes, such as sustainability and conservation were well understood and reference made to the schools embedding of the eco-curriculum.'

We have incorporated lots of our Eco Curriculum into the subject of geography. In year 2 the children learn about deforestation (and also Wangari Maathai in history); in years 3 and 4 the children ask, *Is climate change a big deal?* and also look into the impact of pollution on our rivers and living creatures; in years 5 and 6 the children learn about the sustainability of the global fashion industry, while also showing the children the difference between our local area and the countries in south-east Asia where most new clothes are manufactured.

### Assessment and Retrieval Practise

Summative assessment is completed at the end of each term in which geography has been taught.

Formative assessment is an important part of the children's learning—a really good way of helping children not only commit learning to long term memory but also to learn from and correct misunderstandings. We use low stakes quizzes in KS2 especially: Kahoot, whiteboards, PPT, google forms helping long term memory.

### Rich, Creative Learning

The learning is not just textbook-based - it is cross-curricular and connected to the school's threads and values.. Years 5 and 6 learn about grid references and compass bearings while learning about Shackleton's Endurance expedition in English; when learning about the sustainability of the global clothing industry, the children design and make their own upcycled outfit which they presented at a fashion show for parents; pupils in years 3 and 4 make rain gauges to learn about climate change; they present TED talks to present their learning about plastic pollution; in year 2 the children combine learning about trees and deforestation with both science and English work.

## Impact - How do we know we've achieved our aims?

Pupils are engaged and thoughtful in lessons.

Clear development of disciplinary skills from Reception to Year 6.

Clear development of substantive knowledge from Reception to Year 6, including growing knowledge of places globally.

Pupils can discuss issues of sustainability and conservation.

Geography outcomes are of a high quality. Moderation and assessment of knowledge show this.

Children see themselves as geographers.