

This document sets out our intent, implementation and impact of Geography Leadership, teaching and Learning in Offwell C of E Primary School. 'Geography leaders provide professional leadership and management for Geography to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'. (DfE Definition)

### **Our Intent for Geography**

At Offwell, our vision: **Be Well**; **Learn Well**; **Live Well**, charges us to ensure that we secure for each child a sense of physical and mental wellbeing, as the foundations for effective, life-long learning and to enable each child to both benefit from, and contribute to, a better world.

**Be Well** GEOGRAPHY, in its many forms, contributes to emotional wellbeing by encouraging pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. It provides children with the vocabulary and key skills to talk about and gain confidence in their sense of belonging.

**Learn Well**: GEOGRAPHY raises and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, from their own locality, to their county, country and beyond, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom.

**Live Well**: GEOGRAPHY enables children to focus on understanding and resolving the issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other. Geography can inspire pupils to develop their concept of themselves as a global citizen and become aware of a range of social issues which would be beyond their own experience.

### **Implementation of curriculum Geography lessons:**

#### **• Who teaches Geography?**

All Class Teachers

#### **• Which resources are used to ensure progression of knowledge, skills and attitudes?**

**EYFS**: Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

**Key Stage 1**: During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

**Key Stage 2**: During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the

appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

- **How is Geography timetabled?**

**Geography is timetabled for an hour a week, which can be taught in block sessions or in single sessions weekly.**

- **How are children with additional needs supported in Geography?**

At Offwell Primary School we teach geography to all children whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching and planning we provide differentiated learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their My Plan. Displays include visual support e.g: a 'Where is...?' board on classroom walls, key stage specific timelines, and key stage specific maps. Teachers plan differentiated lessons and tasks based on strengths of each child in Universal provision and any specific needs outlined in My Plans that pertain to the learning. The SENCO will be consulted, if additional needs require further support.

- **How inclusive is Geography provision in the school?**

Through our geography teaching we provide learning opportunities that enable all pupils to make progress across a lesson and over time. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against Building Blocks and National Expectations allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors –classroom organisation, teaching materials, teaching style, differentiation –so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in learning opportunities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils and their learning needs. Our inclusive teaching practices provide links to multi-cultural provision, enabling our children to benefit from learning through other cultures and ethnicities.

#### *Gifted & talented*

In Geography staff will develop differentiated weekly plans to ensure pupils who are identified as gifted in geography and achieving exceptionally high levels of achievement are catered for. For these pupils, accelerated learning experiences are derived from a deeper level of questioning and/or understanding of the programmes of study, facilitated by the teaching teams and accessed by the pupils through investigative work, or enrichment learning activities giving these pupils open ended investigations to complete that link to the geography programmes of studies being covered with exploration, depth and mastery learning opportunities. Support from the school Gifted & Talented co-ordinator/geography co-ordinator can be sought to support this process.

- **How are other subjects, technologies, visits, or visitors used to enhance Geography learning?**

**English** - Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also

use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

**Mathematics** - Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children to represent objects with maps. The children study space, scale and distance and they learn how to use four and six figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

**Computing** We make provision for the children to use the computer in geography lessons where appropriate. We incorporate ICT in our geography curriculum planning in EYFS, KS1 and KS2. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the internet (safe search is used). We also offer children the opportunity to use the digital camera to record and use photographic images. Bee-Bots (small programmable robots) are used for direction and mapping work, use of Google maps, Google Earth, and online mapping resources like digital OS maps.

**Personal, Social and Health Education (PHSE)** Geography can inspire pupils to develop their concept of themselves as a global citizen and become aware of a range of social issues which would be beyond their own experience. The children organise campaigns on matters of concern to them, such as responding to famine, natural disasters and refugees. For example, children study the way people recycle materials and how environments are changed for better or for worse and the impact an individual may make. The nature of the subject means that children have the opportunity to take part in debates and discussions. Thus geography in our school promotes the concept of positive citizenship.

#### **Impact of curriculum GEOGRAPHY lessons:**

##### **• How is GEOGRAPHY progression monitored?**

Examples of Monitoring: Lesson observations, Work sampling, Talking to staff/pupils, Monitoring plans, Analysing data, Teacher evaluation/pupils, Display – visual evidence, photographs, ICT etc Resources – audited regularly and continually refreshed with current/hot global issues, Pupil shadowing Questionnaires.

##### **• How is GEOGRAPHY progression assessed?**

We assess the children's work in geography using the Geography Progression Map to make judgements against ARE Related Expectations, as we observe the children during lessons and evaluate their work. Once the children complete a piece of work, we mark and comment, providing next steps as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Expectations and levels of progress made. We record the attainment and progress in our day to day assessment books and we use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year with their achieved level, if they have made less than, expected or exceeded age related expectations for their year group.