

## Subject Key Summary Points

Subject	Geography
Overall curriculum	<p>Boyton Primary has used the latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure to the growth of pupil's ambitious minds who exhibit a sustained curiosity for learning.</p> <p>The 'lived values and experiences' of pupils are determined by the school vision and should run through all operational elements of curriculum provision.</p> <p><b><u>Our curriculum for geography aims to ensure that all pupils:</u></b></p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> </ul> <p>Are competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> <li>• collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul>
Pedagogy	<p>Our geography curriculum focuses on developing our pupils through the acquisition of <b>WISDOM, KNOWLEDGE, and SKILLS</b>. These have been selected because they ensure the <b>whole development of the child</b> will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three <b>equally important</b> themes.</p> <p>We use the David Weatherly- Connections scheme of work as the basis for our planning in geography. Progression is planned into the scheme of work, so that the children are increasingly challenged in their understanding of our key concepts as they move through the school.</p> <p>Geography teaching in the primary phase is about developing an understanding of our world, through first-hand experience, investigation and learning from secondary sources. The expectation is that most pupils will move through the programmes of study at broadly the same pace. Children are taught in their normal class group for geography and classroom organisation will depend on the needs and abilities of the pupils and on the</p>

	<p>aims of the lesson. In planning geographical work, teachers are mindful of the ways in which pupils learn. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.</p> <p>Decisions about when to progress to greater depth standard should always be based on the security of pupils' knowledge and understanding. Those pupils who grasp concepts rapidly should be challenged and given opportunities to extend their learning through child-led enquiry, curiosity, and questioning. Scaffolding is provided in all geography lessons for pupils who are working towards the expected standard with differentiated steps.</p> <p>Understanding the World is part of the EYFS framework, which will guide pupils to make sense of their physical world through opportunities to explore, observe and find out about people, places, and the environment.</p> <p><b>Wisdom</b> Children's wisdom is developed in the following ways:</p> <ul style="list-style-type: none"> <li>◆ Taking part in topical and relevant debates.</li> <li>◆ Using class discussions to explore issues and make decisions.</li> <li>◆ Through learning how to make positive contributions to topics under discussion.</li> <li>◆ Making real and informed choices about learning -positive attitude to a problem or challenge.</li> </ul> <p><b>Knowledge</b> Children's knowledge is built through:</p> <ul style="list-style-type: none"> <li>◆ Exploring the geographical context and chronology of the unit.</li> <li>◆ Establishing an enquiry question.</li> <li>◆ Learning key vocabulary and facts about the geographical context from a learning organiser.</li> <li>◆ Geography enquiry lessons teaching knowledge and our key concepts, all of which are underpinned by the themes of physical and human geography, location, and mapping.</li> <li>◆ With a mixture of individual, group, whole class and whole school recording and some practical work. Using a variety of resources, including fiction and non-fiction books; posters; games; videos; flash cards and ICT.</li> </ul> <p><b>Capabilities</b> Children's capabilities are developed in the following ways:</p> <ul style="list-style-type: none"> <li>◆ Being given responsibilities for roles within the school community (e.g. Monitors/Playground Leaders/Playground Buddies/ members of Focus Groups).</li> <li>◆ Meeting with and talking to other individuals in the local community.</li> <li>◆ Developing the skills and confidence to ask for help and advice.</li> <li>◆ Listening to support and learn new concepts, skills, and knowledge.</li> <li>◆ Developing the skills to understand and be in control of their emotions and behaviour.</li> <li>◆ Challenging themselves to advance in their understanding of the subject being taught.</li> <li>◆ With a mixture of individual, group, whole class and whole school</li> </ul>
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	<p>recording and some practical work.</p> <ul style="list-style-type: none"> <li>♦ Teaching Assistants and HLTAs may be deemed appropriate by the class teacher to lead the sessions as appropriate and to support SEN pupils to take a full part within the sessions.</li> </ul> <p><b>SEND provision:</b> The Disability Discrimination Act (DDA) has substantial implications for everyone involved in planning and teaching the curriculum. Schools have specific duties under the DDA.</p> <ul style="list-style-type: none"> <li>• maintaining an inclusive learning environment</li> <li>• multi-sensory approaches, including information and communication technology (ICT)</li> <li>• working with additional adults</li> <li>• managing peer relationships</li> <li>• adult-pupil communication</li> <li>• formative assessment/assessment for learning</li> <li>• motivation, and memory/consolidation.</li> </ul>
<b>Assessment</b>	<p><b>Formative</b></p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning “Flashbacks.” Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning, and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils’ progress for final summative assessments. It is the responsibility of the class teacher to assess all pupils in their class, this will be triangulated with marking, LSA feedback and pupil self-assessment. <b><i>Any misconceptions are addressed with immediacy and the impact of targeted teaching reviewed.</i></b></p> <p><b>Summative</b></p> <p>It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the NC criteria and recorded annually on iTrack. Pupils produce an outcome to demonstrate their unit learning. Reports to parents are given via parent meetings and pupils’ attainment is reported via an annual report.</p>
<b>Culture</b>	<p>Geography is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, knowledge, and skills. Geography is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, knowledge, and skills. Geography helps pupils to gain a greater understanding of the ways of life and cultures of people in other places. It allows pupils to explore and understand space and place, recognising the great differences in cultures, economies, landscapes, and environments across the world and exploring links between them. This links closely to our school’s church vision as our curriculum will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals, and plants in our environment. We especially emphasis and incorporate the understanding of</p>

	<p>sustainability and climate change through our curriculum teaching in this subject.</p> <p>Geography is important because:</p> <ul style="list-style-type: none"> <li>• it provides a foundation for understanding the world and it helps make sense of humankind.</li> <li>• evidence gives opportunities to reason objectively.</li> <li>• it develops an appreciation of different viewpoints.</li> <li>• It enables a sense of enjoyment and curiosity about the past.</li> <li>• it helps people understand the things that happen today and that may happen in the future.</li> <li>• a range of evidence helps to provide the solution to some of our world's most intriguing events.</li> <li>• Enrichment is planned for via different areas of the curriculum e.g., through DT, Outdoor Learning, visits, and visitors sharing their expertise.</li> </ul>
<b>Systems</b>	<p>The school follows the National Curriculum (2014) Mapped through:</p> <ul style="list-style-type: none"> <li>• <i>Year group plans</i></li> <li>• <i>Structured progress with clear progression grids.</i></li> <li>• <i>EYFS (Early Years Foundation Stage) Long term overview and Understanding the World aims.</i></li> <li>• <i>Geography Progression of Key Concepts and NC Topic Coverage.</i></li> <li>• <i>ADMAT (AnDaras Multi Academy Trust) Vertical Skills Progression Map</i></li> <li>• <i>SSCA Geography Knowledge and Skills Mapping</i></li> <li>• <i>Non-negotiables for Foundation subjects. Systems and expectations in a nutshell</i></li> <li>• <i>Key knowledge organisers to be placed in children's 'Learning Organiser files' so build up a picture over time.</i></li> <li>• <i>Mind Maps. Key learning Intention /question central. Dated and added to after each lesson.</i></li> </ul>
<b>Policies/key documents</b>	See school website for policy, overviews and medium term plans.
<b>Perceptions from viewpoints (e.g. pupils/parents/ Governors)</b>	<p>The monitoring of the standards of children's work and the quality of learning and teaching Geography is the shared responsibility of the S.L.T and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The school governing body is briefed to overview the curriculum offer in the school. Monitoring by TIS's and academy audits shows the systems are strong. Pupil conferencing has shown that pupils are able to articulate their learning across geography and demonstrate a good understanding of the themes covered.</p>