



## Belswains Primary School Geography Guidelines

### Intent

At Belswains Primary School we strive to develop a curiosity in our pupils about the world and its people, which will stay with them throughout their lives. We believe that high quality geography lessons allow children to grow a fascination for the environment, enabling them to become responsible and active global citizens. By linking our geography lessons to a range of different topics, pupils have the opportunity to learn about and explore their local community and environment; this makes the learning meaningful to our pupils. Pupils will learn about the Earth's key physical and human processes and will investigate the similarities and differences between countries around the world. Furthermore, they will be exposed to a wide range of vocabulary and geographical terminology, which they can use and apply.

We seek to provide pupils with **skills** that will enable them to become competent geographers. These skills include the ability to:

1. **Collect, analyse and communicate** a range of data gathered through experiences of **fieldwork**, that deepen their understanding of the environment and geographical processes.
2. **Interpret and analyse** a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). GIS is a way of presenting information whereby data is captured, stored, managed, presented and referenced on a map.
3. **Communicate** geographical information in a variety of ways, including through maps, numerical and quantitative representations and writing at length.

The acquisition of **geographical knowledge** is as important as acquiring the skills of geographical enquiry, the knowledge our pupils gain include:

- Knowledge of geographical terminology
- knowledge about diverse places, people, resources and natural and human environments
- knowledge about how places have changed over time
- knowledge about the earth's key physical and human processes and understanding of how these processes interact with each other

### Implementation

At Belswains Primary School we use the national curriculum objectives in order to inform planning.

Geography lessons are then planned using Curriculum Maestro (*Cornerstones Curriculum 22*) to ensure continuity and progression.

Geography projects are well sequenced to provide a coherent subject scheme that develops pupil's geographical knowledge, skills and subject disciplines. Key aspects and concepts, such as place, space, scale, interconnection, environment, physical and human processes are revisited throughout projects and are developed over time.

Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world.

Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, pupils revisit the geography of settlements in the history project *School Days*, after studying types of settlements in the geography project *Bright Lights, Big City*.

All geography centred projects are taught in the spring term, with geographical links being made during other topics in the autumn term and for opportunities to revisit less secure concepts in the summer term.

### Early Years

Pupils in the Early Years work towards the early learning goals, which include the knowledge, skills, and understanding that pupils should have gained by the end of the reception year.

There are seven areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. When considering geography, the relevant skills and knowledge for this subject come under the area known as Understanding the World. Our pupils are introduced to geographical skills and knowledge during whole class sessions and then explore these further during Child Initiated Learning opportunities, where they are encouraged to apply what they have learnt.

In reception, the **autumn term** begins with the project **Let's Explore**. Within this project, pupils are introduced to essential skills, knowledge and vocabulary. This includes exploring maps, finding out about places in our local area, using atlases, naming similarities and differences between climates and beginning to take part in some simple fieldwork.

In the **spring term** our pupils learn about food production in the project **Ready, Steady, Grow**. This introduces them to farming and agriculture.

In the **summer term**, our pupils learn about coastal habitats in the project **On the Beach**. During this project, they explore human and physical features of these habitats.

### Key Stage 1

In Key Stage 1, during the **autumn term** essential skills and knowledge projects are taught (**Our Wonderful World** in Year 1 and **Let's Explore the World** in Year 2). Teaching these projects in Years 1 and 2 enables our pupils to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare our pupils for the study of more thematic geography projects in the following term.

In the **spring term** of Year 1, pupils study the project **Bright Lights, Big City**. This project introduces them to the geography of urban environments and the physical and human features of the United Kingdom.

In contrast, in the **spring term** of Year 2, pupils carry out a detailed study of coastal geography in the project **Coastline**. This project introduces them to the geography of coastal environments and provides them with the opportunity for in-depth coastal fieldwork.

### Lower Key Stage 2

In Lower Key Stage 2, during the **autumn term** essential skills and knowledge projects are taught (**One Planet, Our World** in Year 3 and **Interconnected World** in Year 4). Teaching these projects in Years 3 and 4 enables pupils to further develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term.

In the **spring term** of Year 3, pupils study the project **Rocks, Relics and Rumbles**, which explores physical features and geographical phenomena, including earthquakes and volcanoes.

In contrast, in the **spring term** of Year 4, pupils carry out a detailed study of the physical features of mountains and rivers, which includes opportunities for in-depth fieldwork, during the topic **Misty mountain, winding river**.

### Upper Key Stage 2

In Upper Key Stage 2, again during the **autumn term** essential skills and knowledge projects are taught (**Investigating Our World** in Year 5 and **Our Changing World** in Year 6). Teaching these projects in Years 5 and 6 enables our pupils to develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term.

In the **spring term** of Year 5, pupils study the seasonal project **Sow, Grow and Farm**, which explores farming, agriculture and rural land use.

In the spring term of Year 6, pupils study the Polar Regions in the project **Frozen Kingdoms**. The project includes an in-depth analysis of the characteristics of these regions, including environmental issues.

Throughout the geography scheme, there is complete coverage of all national curriculum programmes of study.

### **Impact**

It is the job of the subject leader, supported by the leadership team, to monitor teaching and learning in Geography. The subject leader writes an Action Plan each year linked to the school's improvement plan and evidence collected from monitoring. The subject leader will carry out monitoring tasks such as lesson visits, book scrutiny and pupil voice to gain evidence of the learning taking place within classes. Staff voice/questionnaires will be used to identify training needs which can then be addressed in an appropriate way.

## **Assessment and Pupil Attainment**

Using the planning tool (Curriculum Maestro) teachers plan and deliver appropriately pitched lessons for their classes. Teachers are constantly using formative assessment to assess whether pupils are working below age-related expectations, at age-related expectations or at greater depth. Teachers scaffold tasks as necessary for their individual children. Adults give feedback to pupils for every lesson. This may be immediate, verbal feedback in a lesson or by marking books after a lesson. Teachers use the schools marking policy when providing written feedback. From Year 2, children are given time to respond to marking and make corrections to their work if necessary.

Summative assessment is carried out during the second half of the summer term, when teachers assess whether their pupils are pre-year group, working towards, meeting age-related expectations or greater depth and record this data on Arbor.

After staff have recorded their data in the summer term, the subject leader will analyse this.