

Geography at St John the Baptist RC Primary Dartmouth.

Intent

At St Johns we seek to develop young geographers who are able to make links and connections between the natural world and human activity and to understand the kind of questions geographers ask such as Why is this place like it is, how is it changing and what will be the costs and benefits of these changes when they happen?

Our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in Geography which is informed by the National Curriculum. In addition we will ensure that what our pupils learn in Geography and how they learn it not only inspires and stretches them intellectually but also contributes to their spiritual, moral, cultural and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life in the 21st century.

In accordance with the importance we attach to Geography our school aims to:

- stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the earth's surface;
- foster pupils' sense of wonder at the beauty of the world surrounding them;
- help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance pupils' sense of responsibility for the care of the earth and its people and secure their commitment to promoting and living sustainable lifestyles;
- develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and explore a variety of people, places and environments across the world;
- help pupils explore values and attitudes about complex issues such as sustainability and sustainable development;
- enable pupils to study the above across a range of places, cultures and environments at a variety of scales, from local to global;
- foster a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.

Implementation

In Geography the pedagogy which underpins learning is a key question led enquiry approach, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes.

At our school therefore we seek to encourage pupils to learn their geography through big question led enquiries about topics, places and themes which focuses on real people, places and geographical issues and allows them sufficient scope and time to really engage in high order subject skills such as developing explanations, reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesising.

We are very careful to be selective about the subject content we use to ensure that a balance is achieved between knowing more content and the development of key subject skills and outcomes. We recognise that simply knowing more information in itself will not enable our pupils to progress as young geographers capable of making links, seeing things more conceptually and recognising the significance of attitudes and values in shaping the world in which they live. Our approach to leading learning in geography through big investigative 'How' and 'Why' questions ensures that achieving key subject outcomes and our pupils being able to develop as young geographers remains central to all we do. Our coverage of the Geographical enquiries is outlined below:

Geography Enquiry Coverage.

CLASS 1	Autumn Term	Spring Term	Summer Term
Year A	Where in the world are hot and cold places?	Why does it matter where my food comes from?	What is the Geography of where I live?
Year B	Rosie's Walk How does the weather affect our lives?	How are the Gruffalo's woods different or the same to our local woods and the Rainforest?	How is the Island of Coll linked to our local area?

CLASS 2	Autumn Term	Spring Term	Summer Term
Year A	Why don't Penguins need to fly? KS1 enquiry	How and why is my local area changing? LKS2 enquiry	Why does it matter where my food comes from? KS1 enquiry
Year B	How does the geography of Kampong Ayer compare with the geography of where I live? KS1 enquiry	Why do some Earthquakes cause more damage than others? LKS2 enquiry	Why do we love being beside the seaside? KS1 enquiry

CLASS 3	Autumn Term	Spring Term	Summer Term
Year A	Why do so many people in the world live in megacities? LKS2 enquiry	How do volcanoes affect the lives of people on Hiemaey? KS2 enquiry	Why is fair trade fair? KS2 enquiry
Year B	How can we live more sustainably? LKS2 enquiry	How is India saving the Tiger? KS2 enquiry	Why do our seas and oceans matter so much? KS2 enquiry
Year C	Who are Britain's National Parks for? (a region of the United Kingdom) KS2 enquiry	What is a river? (a region of the United Kingdom) KS2 enquiry	Why are jungles so wet and deserts so dry? LKS2 enquiry

The document '**Geography Enquiry Overview**' outlines the key ancillary questions for each enquiry, when it is taught and how it links to the National Curriculum areas of locational and place knowledge, physical and human features and geographical skills. The long term planning supports progression of geographical knowledge across the year groups as outlined in the document '**Geographical Knowledge Progression and Coverage.**'

Inclusion, equality of opportunity and differentiation

Geography forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with geographical learning and develop as young geographers irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of Geography and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.

Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in Geography including those with special educational needs, those with disabilities and those identified as pupil premium children and those with English as an additional language. Class teachers adapt enquiries to meet the needs of their class as each cohort is different. In our differentiation planning we take due regard of factors such as classroom organisation, learning materials, differentiating by task, outcome; learning style and the learning environment. When learning in a different environment such as outside or on fieldtrips, teachers plan so that it is inclusive to all children.

Assessment and Expectations

At St Johns the Classes are mixed Year groups therefore our curriculum is planned in a two year rolling programme for Class 1 and 2 and a three year rolling programme in Class 3. Each Geography enquiry sets clear objectives which define the anticipated outcomes for the pupil. Ongoing formative assessments are used by the teachers to ascertain whether a pupil has achieved the outcomes. Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of writing. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

Each year group has a set of objectives that enable the teachers to assess them against the expectations for Geographical knowledge and skills for that year group. This will stay with the child therefore informing their next teacher of what they know and have achieved (**Appendices 5-9**). The teachers' will be able to use their knowledge and understanding of each pupil gained through extensive formative assessment to reach an accurate judgment of what they know and can do.

For each enquiry there is an assessment piece which details the characteristics of a pupil who is working towards, working at or exceeding age related expectations (working at greater depth). Drawing on the evidence built up through the enquiry, a 'best fit' judgement for each pupil can now be made for their intellectual skills (**Appendices 1-4**). A holistic approach should always be taken at this point. It may be that not all the ancillary questions of an enquiry have been covered at the same level of depth. The essential thing is for teachers to draw on their professional knowledge and judgement of each pupil - what they now know, understand and can do - gathered over the lifetime of the enquiry when making their summative judgement.

Performance descriptors

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant Early Years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for geography.

The most relevant Early Years outcomes for geography are taken from the following areas of learning: Understanding the World.

EYFS Geography Links			
30-50 Months	Understanding the World	The World	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment.
40-60 Months	Understanding the World	The World	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Key Stage 1 will be able to:

Identify, describe, compare and contrast and offer reasons for the similarities and differences they observe in the physical and human geographical features of their school grounds, the locality of the school and a number of contrasting environments in the United Kingdom and around the world. In achieving this pupils will have shown a capacity to use accurately a wide range of basic geographical vocabulary together with simple fieldwork, mapping and aerial imagery techniques to observe, present and communicate geographical information. Consequently they possess a sound locational knowledge of the basic geographical characteristics of the United Kingdom, the wider world (Continents, Oceans, North and South Poles and the Equator) and can also identify, describe, compare and contrast and suggest reasons for daily weather patterns in the United Kingdom and contrasting hot and cold locations in other parts of the world.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Demonstrate greater understanding by offering more developed explanations (as opposed to reasons) for the location and distribution for some of the physical and human geographical features they observe in their own locality and at contrasting locations. Furthermore these pupils know in simple terms how some physical and human geographical processes interact to create distinctive features and influence the behaviour of people. In doing this they draw upon, and apply, some specialised subject vocabulary and more demanding fieldwork and graphicacy skills outside and inside the classroom.

Lower Key Stage 2 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Lower Key Stage 2 will be able to:

Demonstrate geographical understanding by describing and explaining in basic terms the similarities and differences in the physical and human features of their home area and a region in North America, including offering some reasons why both places are changing. They will also be able to locate, describe and explain some of the reasons for the distribution of globally important physical and human geographical features including climate zones, deserts, tropical rain forests, earthquakes and the world's largest urban areas. Additionally they will also be able to identify, describe and explain the significance on a world map and globe of important lines of latitude and longitude, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn together with the Arctic and Antarctic Circle, the Greenwich Meridien and Time Zones. They will now demonstrate more detailed locational knowledge of the geographical features of the United Kingdom together with those of the other countries and locations around the world they study through their enquiries. In achieving the above pupils show they understand and apply some specialised subject vocabulary and use effectively more complex techniques to gather, present and communicate geographical information, including digital technologies, inside and outside the classroom.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Demonstrate a more sophisticated understanding of how the lives of people around the world are influenced by physical processes and how people can impact the environment positively and negatively. In doing so they begin to formulate conclusions and make judgements as to the kind of actions people can take to improve and sustain the environment locally and globally.

Upper Key Stage 2 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Upper Key Stage 2 will be able to:

Demonstrate that they can interpret a range of sources of geographical information including GIS and communicate their knowledge and understanding in a variety of ways e.g. through oracy, maps, numerical and statistical techniques and writing at length. Through the study of physical features such as rivers and mountains pupils show that they understand how distinct landscapes are formed by natural processes and can make basic informed judgements about some of the challenges and benefits they present to humans. Pupils show, for example, through investigating the impact of volcanoes in Iceland, the rationale behind Fair Trade and role of National Parks in the United Kingdom that they are able to evaluate information from conflicting viewpoints and perspectives and make their own informed judgments and geographical decisions. In achieving this pupils use mostly specialised subject vocabulary and techniques to communicate their knowledge and understanding.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Make and justify more informed and subtle judgements about geographical issues they study such as the issue of climate change which draws upon some of their own research and ideas. These pupils will also demonstrate a capacity to on occasion question the validity and trustworthiness of sources of information they use as well as generating further questions of their own to investigate. Both their oral and written narrative will draw upon a comprehensive range of specialist subject vocabulary and more advanced data collection, presentation and interpretation techniques both inside and outside the classroom.

Connecting Geography to other areas of the curriculum

In our long term planning we have made meaningful links with other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the geographical understanding of our pupils. Making links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in Geography for each stage of learning. For example the primary objective of applying key literacy and numeracy conventions to Geography is to enable our pupils to achieve more and better in Geography – i.e. to develop as young geographers. To this end we must ensure that high standards of literacy and numeracy when applied to Geography result in equally and appropriately high standards of geographical subject attainment.

Monitoring and Evaluation and the role of the Geography Co-ordinator

All teachers at our school are responsible for monitoring standards in Geography however the Geography Co-ordinator will take a lead in this, supported by the Head Teacher. Monitoring activities are planned across the year and form part of the Geography Co-ordinators schedule.

In summary, these are:

- Termly staff meetings to analyse samples of pupils' geography work to moderate standards (attainment and progress against outcomes and end of stage performance descriptors) to ensure consistency;
- The moderation of teachers' planning files once per term to monitor coverage and delivery of planned enquiries;
- Lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that progress is being made by the pupils;
- Once per year the subject leader provides feedback to staff about the quality of *Geography* being taught and uses the *Geography Portfolio* of evidence to lead a discussion on standards being achieved within the subject.

The *Geography Co-ordinator* has the responsibility to support the development of *Geography* further across the school within the school's improvement plan and the use of resources. Teachers and educational support staff can expect informal support from the *Geography Co-ordinator*, support arising from the school improvement plan and identified in performance management and induction programmes.

To develop staff confidence and competence in teaching *Geography*:

- The *Geography Co-ordinator* will attend subject professional development opportunities as they arise;
- Whole-school training needs are identified as a result of the monitoring and evaluation programme;
- Where necessary, the subject leader leads (or arranges) school-based subject improvement training for colleagues.

Appendix 1 - Class 1 Geography Intellectual Skills Progress Tracker

[illegible]

Appendix 2 - Class 2 Geography Intellectual Skills Progress Tracker

NAME:	Identify	Describe	Observe	Compare and Contrast	Reason	Recall	Explain	Justify	Reflect	Formulate conclusions	Develop informed judgements

Shading = Year 3 expectations

Appendix 3 - Class 3 Geography Intellectual Skills Progress Tracker

NAME:	Identify	Describe	Observe	Compare and Contrast	Reason	Recall	Explain	Justify	Reflect	Formulate conclusions	Develop informed judgements	Substantiated Judgements	Empathise	Evaluate	Critique	Hypothesise

Shading = Year 5/6 expectations

Appendix 4 - Intellectual Skills Glossary:

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.
Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 th century was most significant and why or what should be done to reduce virtual water use by people in the UK.
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.
Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.

Appendix 5 - Class 1 Geographical Knowledge/Skills Assessment

Blue = EYFS

[illegible]

[illegible]

Appendix 6 - Year 2/3 Geographical Knowledge/Skills Assessment

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[illegible]

Appendix 7 - Year 4 Geographical Knowledge/Skills Assessment

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[illegible]

Appendix 8 - Year 5 Geographical Knowledge/Skills Assessment

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[illegible]

Appendix 9 - Year 6 Geographical Knowledge/Skills Assessment

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