

Winslow Church of England School Statement of Intent for Geography



Vision

At Winslow Church of England School, our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Through our geography curriculum, we aim to excite and inspire our children about the world around them and develop their place as global citizens. Our School Vision has been integral in developing our geography curriculum; the threads of care and compassion, courage, curiosity, communication and community are implicit throughout.

Intent

At Winslow Church of England School, it is our intention to implement an inclusive and enriching long term strategy for geography. We are committed to ensuring our curriculum meets and exceeds the requirements of the National Curriculum, providing engaging opportunities for pupils to develop their knowledge of our ever-changing world. Geography is an investigative subject, which is why our curriculum has children's innate curiosity about the world at the forefront.

Through our teaching, we intend to provoke thoughtful questions and to encourage children to discover answers through carefully considered exploration. This will in turn develop their curiosity and create intrinsically motivated pupils. This enables them to gain a greater understanding of places and environments in the world and their place within it. Geographical knowledge and skills are progressive and are sequenced to provide the framework that gives explanation of how the Earth's features at different scales are shaped, interconnected and how they change over time. Geography at Winslow equips pupils with understanding about diverse places, people, resources and natural and human environments. Children will gain a deep understanding of the Earth's key physical and human processes as well as deepening their geographical enquiry skills.

We seek to further inspire their natural curiosity and fascination about the world and instil in a respect for the planet and a desire to protect and sustain it for future generations.

'Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.'
(Geographical Association)

Our curriculum is underpinned by the aims of the National Curriculum (2014) to ensure that all children:

- 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.
- 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.
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

Our geography curriculum is shaped by our school vision which aims to enable all pupils to flourish to become the very best they can be. We meet and extend the aims of the National Curriculum, supported by a clear progression of skills. This ensures that skills and knowledge are consistently built on each year and sequenced appropriately to maximise learning for all children. Progression allows them to build on and apply prior knowledge developing their ability to 'know more, remember more' and develop a secure and interconnected understanding.

Geography is taught and timetabled as a distinct and clear subject but cross-curricular links are taken where possible to encourage a more in-depth understanding across the curriculum as a whole. The children learn through an investigative approach as each topic asks the children a question that they then break down and explore through gathering and recording geographical information and using various resources and technology. The school grounds and local area is utilised, with opportunities for fieldwork planned into the sequence of learning in all year groups beginning with Early Years. This enhances teaching and learning in Geography and enables children to base learning on first-hand experiences. We aim to provide our children with memorable experiences by incorporating educational visits to places of geographical interest into our Geography curriculum and inviting guest speakers and visitors to school to share with us their knowledge of the world.

We have identified the key knowledge and skills of each unit and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. The key geographical vocabulary of each unit is also mapped across the school ensuring that there is progression in vocabulary and that children understand, use and apply the vocabulary in the context of places, topics and concepts being studied. At the start of each lesson, retrieval questions are used which consist of questions relating to children's prior geographical learning from past lessons and past topics in other year groups. Then, the focus moves onto the learning of the lessons where tasks are selected and designed to provide appropriate challenge to all learners, in line with our school's commitment to inclusion.

Geography lessons are good at Winslow when our three key parts of a Geography lesson are met:

1. **Geography is always included.** The geography in a lesson will be represented by at least one of the following, and it may include all of these:
 - Geographical data.
This includes maps, visual data of all kinds, statistics, graphs, text, etc. It can be in books, on resource sheets, on the Internet etc. Children need use geographical data to help them understand the complex world in which we live.
 - Geographical ideas.
These may be generalisations, concepts, theories; and they should underpin the lesson.
 - Locational context.
Children should know the location of the places they are studying and its significance.
2. **Teaching connects with children's minds.**
 - Checking and correcting misunderstandings.

- Providing time for children to discuss opinions and feelings on what is being studied. This allows for them to connect with the learning, question what is being discussed and therefore create a deeper understanding.
- Supporting children to relate their prior knowledge to new knowledge, allowing them to know more and remember more through the use of knowledge organisers, retrieval questions at the beginning of each lesson and plenaries.

3. Teaching provides opportunities to make sense of the geography.

- Active construction of knowledge rather than from receiving knowledge fully formed from external sources.
- Contain meaningful opportunities for discussion and dialogue, sorting data, ranking information, identifying links between concepts, reconstructing information in alternative forms, discursive writing etc.
- Adaptions made for **all** children to be able to access Geographical learning, see inclusion section below.

(Adapted from Margaret Roberts, Geographical Association Annual Conference)

Assessment in Geography

Teachers use formative and summative assessment to track children's progress and attainment in Geography across a unit, a term and the year. We assess in Geography to inform future teaching and give teachers an understanding of the end points, inform pupils about their own learning, inform subsequent teachers and to inform parents about their child's learning and progress.

Formative Assessment

At Winslow CE School, we use a range of formative assessment opportunities in our Geography lessons to effectively track progress and address any misconceptions or gaps in learning. Teachers use marking, verbal feedback and questioning to make their formative assessment judgements against a clear learning objective for the lesson. Children know what they are learning in that lesson and therefore are an active part of their own learning. Classroom talk is a key part of this formative assessment through teacher-led questioning where we ensure our school policy of 'hands up must be a question'. This ensures every learner is active in Geography lessons and, as a result, allows teachers to make effective formative assessments to inform planning and teaching. During planning, teachers also use the end-point document, as referenced below in 'Summative Assessment', to ensure they know exactly what the children need to have learnt in order to meet the expected standard in Geography for their year group.

Summative Assessment

Teachers make these summative judgements using an end-point document created for every year group, where clear questions are used to allow teachers to see if a child has met the required elements of the curriculum. Teachers use their judgements from day to day formative assessment and mark children's initials are then written into this document to mark where they are currently working.

At the end of a school year, these assessment documents are passed onto the next teacher. Teachers will use this to form an overall judgement for the end of the year and submit the data onto Sonar. Children will be levelled as BLW (not accessing or achieving year group curriculum objectives), WTS (accessing and achieving some of the year group curriculum objectives but less than the majority) and EXP (accessing and achieving all (or the majority) of the year group curriculum objectives). Children who are working at a greater

depth standard (GDS), are seen to be achieving all of the EXP objectives as well as the clearly outlined GDS strands.

Inclusion

For many pupils with SEND, geography is of great interest and importance. While they may find elements of the core subjects challenging, geography lessons offer positive learning experiences whereby they are able to immerse themselves in the exploration of our world. SEND pupils are taught the full curriculum and adjustments made for pupils are well considered and support progress of all. The curriculum is designed to be inclusive of children across the whole school cohort. Explicit focus is not only given to the statutory requirements, but the needs of all children within the school and, more broadly, within the UK and wider world.

Winslow CE School is committed to promoting disability equality and equality of opportunity for pupils with learning difficulties. When planning and teaching Geography, staff will make reasonable adjustments to promote equality of opportunity for disabled and non-disabled pupils. This could include:

- Allocating adult support
- Providing additional support materials (e.g. visual aids such as photographs, objects, Makaton symbols, concept boards)
- Providing alternative resources e.g. technology which is easy to manipulate, use of alternative materials including 3D models for pupils with sight or hearing difficulties
- Modifying tasks (E.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera or verbally.)
- Teaching new vocabulary in an explicit way
- Identifying risk points in the lesson, visit or field trip and providing appropriate preparation and support.

Impact

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will progressively as they move through the school, not only to enable them to meet the requirements of the Statutory framework for the Early Years Foundation Stage and the National Curriculum, but also to prepare them to become competent geographers in secondary education and beyond.

By the end of early years, most children will be able to:

- Understand some similarities and differences in relation to places.
- Discuss the features of their own environments and how environments may vary from one another.
- Make observations of animals and plants and explain why some things occur, and within this be able to discuss changes
- Discuss past and present events in their own lives and that of family members
- Understand some similarities and differences between themselves and other families, communities and traditions.

By the end of Year 2, most children will attain the national curriculum outcomes for 7 year olds and will be able to:

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and Physical Geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

By the end of Year 6, most children will attain the national curriculum outcomes for 11 year olds and will be able to:

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Wider impact of Geography

Language and communication

Children develop language skills by:

- exploring ideas about the focus for their work using specific and geographical vocabulary
- asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating materials in their geography books
- learning geographical specific vocabulary about location, physical and human places by extracting information from sources such as atlases, reference books and the internet
- use geographical language to form and draw maps and diagrams to communicate geographical information
- develop geographical field, mapping and geographical specific terminology
- making sense of their world through using language, talking and writing with meaningful opportunities for discussion and dialogue, sorting data, ranking information, identifying links between concepts, reconstructing information, discursive writing and so on.

Mathematical skills

Geography is a numerate subject and uses mathematical concepts in some way in many lessons; for example, numbers, scale, graphs, data, temperatures, percentages, ratios, co-ordinates. Numerical literacy includes solving numerical problems, the ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables.

Values and attitudes

Children will have opportunities in Geography to:

- learn a sensitivity and concern for landscape and the environment
- show an appreciation of the world including its people, places, landscapes, natural processes and phenomena
- develop knowledge and understanding of the human and physical processes which shape places
- appreciate similarity and difference in the world around them and to respect other people's beliefs, attitudes and values
- develop interest and enjoyment of geographical experiences and build confidence and understanding
- recognise and understand issues concerning the environment and consider the importance of sustainable development.

SMSC

Spiritual development in Geography:

- helps pupils to recognise the beauty and diversity of the world.
- builds awareness that helps children understand their place in the world.
- provides opportunities for children to learn about sites of wonder.

Moral development in Geography:

- provides opportunities for pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future.
- children learn through discussion to appreciate the moral dilemmas posed by introducing changes to the environment and the effects this can have on the surrounding area.

Social development in Geography:

- helps pupils to understand the need to consider the views of others when discussing localities, settlements and the environment.
- supports work on a locality in less economically developed areas to provides an opportunity to discuss social issues.
- encourages collaborative projects when on fieldwork, making the most of different strengths and interests within a team.

Cultural development in Geography:

- explores different settlements, with children gaining knowledge of different cultures, learning to appreciate and understand the importance of diversity.