

Geography Subject Summary

Geography Overview

At St. Mary's, geography will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives; a knowledge about diverse places, people, resources and environments. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. All pupils will benefit from teaching and learning that is based upon the programmes of study for geography which are set out in the National Curriculum.

Intent

1. To stimulate pupils' interest and to help them foster a sense of wonder in the world around them whilst developing an informed concern for the quality of the environment.
2. To help pupils acquire a wide range of geographical knowledge and skills to enable them to understand the relationship between Earth and its people.
3. To help pupils understand that the character of places derives from the interaction of people and environment, by increasing their knowledge about the location of the physical and human features of the Earth and the processes, systems and interrelations that create and influence them
4. To develop pupils' knowledge of the location of different places including their physical and human characteristics and how these provide context for understanding their geography.
5. To enable children to understand how the Earth's features are shaped, and change over time.
6. To help pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they change over time
7. To develop the geographical skills needed to collect and analyse information gathered through first hand experiences of the environment and to carry out geographical enquiries.
8. To enable pupils to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and recording.
9. To use geography to develop pupils' thinking skills, skills in literacy, numeracy and ICT and to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Implementation

1. Geography in this school will be underpinned by the study of real places and discovering how the people living there are influenced by and affect the environment of those places
2. We will develop pupils' knowledge and geographical understanding by first immersing them in the area where they live and then by gradually widening their horizons and increasing their awareness of their town, their region, their nation, other lands and continents.
3. Teaching and learning will use exciting first-hand experiences, imaginative resources and ICT to build pupils' with knowledge about different places, peoples, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
4. We use the National Curriculum as the basis for our planning in Geography. The NC programme of study will be adapted to suit our local context and make them relevant for the children. The scheme of work is designed so that pupils are increasingly challenged as they move through the school.
5. In this school fieldwork and first-hand experience will be fundamental to the teaching and learning of geography and where appropriate, all pupils will be given the opportunity to go out into the local and wider environment to research and discover the world in which they live.
6. Research projects in geography will be linked to other core and foundation subjects, particularly history, RE, art and science and meaningful connections will be made as pupils increase their knowledge, skills and understanding of the world.
7. Assessment will be based on key skills and essential knowledge and understanding within the Geography NC programme of study.

Impact

Geography will be fun and it will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will increase their knowledge and understanding of the world and it will be used to promote excellence and enjoyment. It will be linked with other subjects and it will have a strong presence in the ethos of the school through art, displays, performances, music, drama and assemblies. We will make the world our classroom to enrich the lives of our pupils.

Current Picture of Geography at St Mary's

Organisation

At St Marys, we teach in a cross curricular way and geography is taught through 'topic' – see overview below.

To ensure children fully understand they are being geographers when geography content is being covered, we begin each geography lesson with being explicit that we are exploring

geography. We have a shared definition of geography across school, which we share when doing this. In addition, we have a geography mascot.

In EYFS, geography is taught through topic also, under the heading of Understanding the World – people, cultures and communities and the natural world. Our EYFS curriculum is organised so children meet the aims of the EYFS framework by the end of reception.

This is achieved through teacher led inputs, high quality stories, continuous provision, enhanced provision, outdoor provision etc.

This then leads into the start of Y1, where the children begin with continuous provision also and learning is evidenced through Seesaw. However, the children then follow the National Curriculum. As chn, progress through KS1 and KS2, learning is evidenced through topic books.

Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	This is me and my town – why would people visit Middleton?		Why do we want to explore the earth – polar regions?		Why do we want to be explorers? Did the pirates really sail the seven seas?	How and why has shopping changed in this area?
Year 2		What makes Britain, Britain?	I am a brave knight...where should I build my castle?	How is life different to ours in the rainforests of Brazil?		What happens when it just won't stop raining in Middleton and elsewhere?
Year 3		How would you survive an angry volcanic eruption? (Extreme Earth)			Why are maps so important and what can they tell me about life in Middleton?	Why did holidaying in Middleton change over the last couple of centuries? (geo link)
Year 4	Why are rivers so important?				Can we become geographical explorers? The Peak District!	A tale of two cities! Manchester and Rome – are they similar?
Year 5	Earth and Space (locational knowledge)	Does Greed Corrupt? (Fair Trade)			Why do we still want to go to America?	Being Historical Detectives in Victorian Rochdale (changes now)
Year 6	Enquiry- personal geography				A matter of life and death Why do we need to save our planet?	

As subject leaders, we worked with Dawn Robertson to reorganise our curriculum to ensure a full coverage; with topics that flow and are sequenced to create a progression over year groups and key stages. Our geography curriculum was also organised to flow with other subjects, including our history curriculum.

Additionally, core texts were identified to integrate into our new geography curriculum and topics. This will allow children's reading skills through the subject of geography to be developed and increase their exposure to geography based texts.

See our text linked curriculum here: <http://www.stmrc.co.uk/overview-2/>

Coverage: Endpoints

As a school, we implementing 'endpoints' throughout foundation subjects. Endpoints identify key knowledge for children to have gained by the end of a topic. These identify knowledge that all children, most children and some children will have gained, to ensure knowledge is accessible for all children; as well identifying the knowledge children who need to be challenged further will have access to.

These endpoints also ensure all staff know what knowledge needs to be taught, what 'sticky knowledge' the children already have and the knowledge they will gain in the future. This will ensure learning is not in isolation and links can be made to prior learning, so children can apply their learning to different contexts.

See our geography endpoints here: <http://www.stmrc.co.uk/curriculum-overview/>

Coverage: Substantive and Disciplinary Knowledge

Within our curriculum, we aim for substantive and disciplinary knowledge to be developed each year.

Substantive Knowledge – This is the 'what', the facts and knowledge children learn about the world.

Disciplinary Knowledge – This is the knowledge of how geographers investigate the world. As well as how the children interpret the substantive knowledge to work as geographers.

We understand that children need both of they need to work together.

Coverage: Concepts

To support the children in developing their substantive and disciplinary knowledge, we have created concept themes which recur throughout our curriculum, as children explore their endpoints. These reoccurring concepts allow the children to revisit, link, develop and apply their knowledge to other areas more easily. The geography concepts we have chosen can be seen below:

Sticky Knowledge



Sticky knowledge starters are being used from Y1-Y6 to allow children to revisit sticky knowledge from endpoints. These help children revisit and consolidate previous knowledge and teachers to see what children may need further work. See an example below:

<p>Sticky Knowledge - Previous year:</p> <p>What is our local area called?</p> <p>_____</p>	<p>Last topic:</p> <p>Which country do we live in?</p> <p>_____</p>
<p>Last week:</p> <p>What continent do we live on?</p> <p>_____</p>	<p>Last lesson:</p> <p>Can you name a source of evidence you have used to find out about Antarctica?</p> <p>_____</p>

Knowledge Organisers

Knowledge organisers are being used to give children a summary of key facts and essential knowledge children need, to help them gain the most from a topic. In geography this may include, key diagrams, maps, landmark names, key facts ect. These are referred to throughout the topic, as children's knowledge is developed. It allows them to refer to and revisit sticky knowledge.

Y1 Knowledge Organiser - Where do I live?

<p>Key Vocabulary</p> <table border="1"> <tr><td>Local area</td><td>Area you live</td></tr> <tr><td>Middleton</td><td>Name of your local area</td></tr> <tr><td>England</td><td>Country you live in</td></tr> <tr><td>Address</td><td>Your road and house number</td></tr> <tr><td>Human features</td><td>Things that were made by humans</td></tr> <tr><td>Physical features</td><td>Things that were already on the earth</td></tr> <tr><td>Map</td><td>An image of an area</td></tr> <tr><td>UK</td><td>A place made up of England, Ireland, Scotland and Wales</td></tr> <tr><td>Street map</td><td>Map showing streets</td></tr> <tr><td>Aerial photograph</td><td>Photo taken from the air</td></tr> </table>	Local area	Area you live	Middleton	Name of your local area	England	Country you live in	Address	Your road and house number	Human features	Things that were made by humans	Physical features	Things that were already on the earth	Map	An image of an area	UK	A place made up of England, Ireland, Scotland and Wales	Street map	Map showing streets	Aerial photograph	Photo taken from the air	<p>Sticky Facts</p> <ul style="list-style-type: none"> The 4 countries of the UK are England, Ireland, Scotland and Wales and I live in England My local area is Middleton St Mary's Primary School is on Wood Street Some of the places I can see in my local area are Middleton Arena, Middleton Arndale, Tesco, Truffet Park and church. 	<p>Key Visuals</p> 
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<p>Key Landmarks</p> <p>Middleton Arena Middleton Arndale Truffet Park</p> 																						

End of Topic Assessments

End of topic assessments have been implemented for Y1-Y6. They assess what children retain from the topic they've studied. This is in addition to ongoing formative teacher assessment. This then allows teachers to make a reliable judgement when assessing which of the

endpoints children have achieved in each topic. It also allows teachers to evaluate where children may need to revisit sticky knowledge.

Resources

A set of KS1 and KS2 atlases are available, as well as each class having a globe. We have an outdoor large scale maps. A subscription of Digimaps has been purchased. Staff also have access to the Geographical Association.

Special Celebration Days

Throughout the year, we celebrate special events as a whole school. Examples of these over the past few years include; Earth Day, World Cup celebrations, Chinese New Year celebrations, African dance. These can be seen in our subject floor book.

Trips/Visitors

As subject leaders, we have provided an inventory for staff of possible geography visits/visitors for each topic. Some of examples of geography trips/visitor/workshops carried out in the past year these have been: nursery observed sign of winter by exploring snow; reception conducted fieldwork in the school grounds to observe signs of autumn; Y1 local area fieldwork on shops; Y2 visited Skipton castle and observed the geographical features of castles; Y3 conducted a land use survey in the local area; Y4 fieldwork trip to the Peak District.

Nursery had super fun in the snow this morning!



Fieldwork



Fieldwork opportunities have also been identified for staff, to ensure children are developing the skills of a geographer.

Opportunities for Fieldwork						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Reception	What makes me special? -using senses to explore their new environment to see how they feel about it -having family members in to talk to; to appreciate differences	Seasons in the Woods -using senses to explore their seasonal changes in local wood	Welcome to Fairy Tale Land -exploring houses (reception)	Look how things grow! -exploring growing	Animals all around us -exploring nurseries environments	Who are our heroes? -having people in to talk about jobs (nursery)
Year 1	This is me and my town – why would people visit Middleton? -linked to the school grounds and local area	How are my toys different to the ones my grandparent played with?	Why do we want to explore the earth – polar regions? -investigate seasons	Why do we want to explore the earth – space?	Why do we want to be explorers? Did the pirates really sail the seven seas?	How and why has shopping changed in this area? (Rochdale Pioneers) -investigate the shops we have on Wood Street
Year 2	How can we become historical detectives? (Great Fire of London focus)	What makes Britain, Britain?	I am a brave knight...where should I build my castle? -investigate the geography of a where a castle is and why	How is life different to ours in the rainforests of Brazil? -local fieldwork to compare an aspect of the local area with an area of Brazil	Why do we love animals so much?	What happens when it just won't stop raining in Middleton and elsewhere? -investigate weather in Middleton
Year 3	From Stone to Steel – How did England change? (Stone Age- Iron Age)	How would you survive an angry volcanic eruption? (Extreme Earth)	Forces and Magnets	How do the Ancient Romans influence our lives today?	Why are maps so important and what can they tell me about life in Middleton? -fieldwork about an aspect of Middleton linked to their map work	Why did holidaying in Middleton change over the last couple of centuries? -fieldwork in Blackpool linked to an aspect of tourism (compare to Wakes Week experiences)
Year 4	Why are rivers so important? -local river study fieldwork	How do we learn about Ancient Egyptian civilisations?	Who were the Anglo-Saxons and Scots?	Can you tell the story of the Saxons in Middleton? -fieldwork linked to St Leonard's church and how it has changes over time	Can we become geographical explorers? The Peak District! -fieldwork to investigate elements of the Peak District	A tale of two cities! Manchester and Rome – are they similar? -local fieldwork to compare aspects of the 2 places

Activate
Go to Satti

Trip/Visitor Questionnaire

To reflect on trips/visitors, we have produces questionnaires, for classes to complete following their experience. These were introduced to allow children to reflect on the impact of the experience on their learning.

Monitoring

We carry out monitoring activities throughout the year to evaluate the implementation and impact of geography initiatives etc put in place; these book looks, pupil voice interviews, discussions with staff, monitoring of endpoints including planning towards them and the assessment of them.

CPD

As subject leaders, we continually source training to develop our own knowledge of primary geography and new initiatives, as well as the development of our own role as subject leaders. Additionally, we continue to source resources, materials and training to support our staff in their knowledge of geography. We are also available to support staff when they need support with elements of geography We also have a subscription to the Geographical Association.