

How we teach Geography at Cherry Tree Hill Primary School.

Curriculum Vision

Our Geography curriculum will inspire in pupils a life-long curiosity and fascination about the world and its people.

Teaching will equip children with deep knowledge and skills to understand their locality, which they can then compare to diverse places, people, resources and the human and natural environments; with a good understanding of the Earth's physical processes.

Our pupils will become informed citizens of the future world.

Intent

Our geography curriculum is driven by the need to prepare our children for life in the future world. We intend that our pupils become informed citizens of the world.

The Cherry Tree Hill geography curriculum is based upon the National Curriculum for geography and the Early Years Framework. Thereby ensuring children are exposed to a broad knowledge of places and locations, an understanding of geographical processes and a range of geographical skills and fieldwork experiences, thus enabling them to become active independent learners.

Our Cherry Tree Hill values of Be Safe, Be a learner and Be Kind are reflected in our geography curriculum and children will have opportunity to explore, practice and embed these values. We keep reading at the heart of our curriculum and look for opportunities to rehearse and revisit the skills learned in reading in our geography lessons.

Teachers take every opportunity to use the outdoor environment in their Geography lessons.

We have taken into account our location here in the borough of Chaddesden in Derby and the recent experiences of our children in the design of our latest bespoke curriculum. The curriculum includes opportunities for our youngest pupils to experience the local environment and for our older pupils to prepare for their transition to local secondary schools. We aim to build the cultural capital of our pupils through the study of diverse places, increasing their understanding of locations, physical processes and world-wide human cultures. Diversity and inclusivity are celebrated and promoted by building of an understanding of the world and its people.

Our geography curriculum follows a thematic curriculum with children enjoying a range of topics relevant to their age and interest level. The curriculum is sequentially planned to ensure progression from Early Years to Key Stage 1 and then Key Stage 2. Our Key Stage 2 pupils leave being prepared to access Key Stage 3 geography.

Key Stage objectives have been broken down and put into a learning sequence ensuring the appropriate level of content is taught in an advancing order. These objectives have been mapped to ensure progression across the Key Stage and into the next. Children revisit objectives during their Key Stage, securing and embedding their knowledge, skills and experiences.

Lesson planning may take the form of resource slides, which teachers adapt as necessary for their pupils and through planned outdoor activities. Mastery is provided through a series of questions on the slides or on the teacher notes or pupil resources. Support is offered with concrete resources, scaffolds, sentence stems, knowledge organisers, partner work and adult intervention.

Through fieldwork, visits to places and invited visitors the children have opportunities to make learning practical, relevant and memorable. They will have occasion to apply their skills in real contexts, for practical purposes and be immersed in a range of environments.

Teachers chose from good quality resources to support their teaching of geography, including the use of the Geographical Society resources and images from the National Geographic. Our modern atlases and quality texts enrich the children's experiences and we access media sources such as BBC's Newsround as they provide reliable reports on current affairs and are free from political bias.

Implementation

In geography lessons at Cherry Tree Hill Primary children will;

- . Develop a growing understanding of their place in the world.
- . Have a developing knowledge of other places, geographical processes and systems and issues.
- . Have the opportunity to go on visits to enrich their understanding of places and add to their cultural capital.
- . Carry out fieldwork both in the locality of the school and further afield.
- . Meet visitors who can talk about the wider world.
- . Listen to and read high quality texts about the world and environmental issues.
- . Be exposed to high level topical vocabulary.
- . Are shown and can then independently find resources from the internet to support their learning.
- . Be able to use non-fiction books for research.
- . Be confident to ask, as well as answer questions about human and physical environments.
- . Have the opportunity to follow lines of geographical enquiry to find out more about a location, process or environment.

We recognise that we have children with a range of abilities and interests, and so we provide suitable learning opportunities for all children. This is achieved through a range of child-centered strategies, included differentiated support and expectations.

Curriculum Planning

The long-term plan maps curriculum coverage and the geography subject guide provides key learning for each topic. These documents support teachers in their planning and delivery of sequential learning, with prior learning of next steps clearly identified.

Teachers use the geography subject guide to develop their short term lesson planning by following the specific topic based key learning, vocabulary, activities and high quality geography focused texts. Teachers also access the geography progression map to understand a clear progression of skills and knowledge in the subject from year to year and between key stages. Map skills are taught between Y1-6 by following the Royal Geographical Societies progressive curriculum and lesson plans.

These are the steps followed by the teachers when planning a unit of work.

Review	Enquiry led learning	Investigation including case studies	Review of learning
<p>Children review prior related learning.</p> <p>Each lesson begins with a rehearsal of 'My Place Within The World.'</p> <p>Use the knowledge organiser to recap key facts and vocabulary.</p>	<p>Children are shown a key focus through a question led enquiry. (Found in the subject guide key learning)</p> <p>New vocabulary and skills are introduced.</p>	<p>Children practice and rehearse new skills and vocabulary through an investigation.</p> <p>This might include;</p> <ul style="list-style-type: none"> .Case study examples and research. .Practical fieldwork. .Interpret geographical information and data. .Discussions around issues. 	<p>Children are able to record and present their learning and create the answer to the enquiry question. This may or may not be recorded but teachers will have assessed learning during the lesson.</p> <p>End of unit assessment takes place with a mini quiz. This information informs future planning.</p>

Geography in the Early Years.

Our Foundation Stage children explore their environment through direct contact, experiences with their families and through stories. There are many opportunities for children to develop vocabulary through small world play, stories with adults, recounting experiences and events in their own lives. Children enjoy asking and answering questions and are encouraged to question why things happen and give explanations. Stories are used to introduce environmental concepts and develop a sense of wonder about places and people. At Cherry Tree Hill Primary we have developed our Foundation Stage Understanding of the World Tree and the Geography related experiences are mapped.

Geography in Key Stage 1 and 2.

The National Curriculum for geography aims to ensure that all pupils:

- .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.

Assessment

Assessment in geography is an ongoing process. We assess each recorded lesson - following our school marking policy - by highlighting the learning objective in one of three colours.

Green – Learning objective met.

Orange – Learning objective partially met.

Red – Learning objective not met.

The learning objective will be linked to the national curriculum objectives covered in our thematic approach.

At the end of each topic and again a term later children are assessed using a mini quiz, which will include a geography question and a check of geographical vocabulary understanding.

At the end of the year, teachers will decide on a pupil's level of attainment noting which children are:

- working above the age-related expectations
- working at the age-related expectations
- working towards the age-related expectations

These judgements will be made in line with the Long-Term Curriculum Plan and National Curriculum.

Resources

Each classroom has access to the internet through an interactive whiteboard and children have access to iPads or chrome books. Educational visits are planned to experience locations, processes and issues in geographical study. Fieldwork opportunities are provided to teach and practise geographical skills. In school we have access the high quality, up to date infant and junior atlases as well as globes, OS maps, compasses and practical resources for the teaching of topics. Wherever possible, links are made with the local area and opportunities for outdoor learning are planned, these are highlighted blue in the long term plan and green on the subject guide. People with an interest, or expertise, in a particular topic or area of geography are invited into school to work with the children. We use resources from the BBC, RGS and National Geographic to enhance learning. Teachers are encouraged to recommend and request resources as required.

Roles and Responsibilities

Geography Subject Leader – Mrs Emma Munson