

Feckenham CE Primary School



'With God we grow to live life in all its fullness'

Wisdom Hope Dignity Community

Feckenham CE Primary School's Approach to Teaching Geography



Spirituality

"Geography is the subject which holds the key to our future" ~ Michael Palin

Mental Health and Wellbeing

"John Hall, my geography teacher at school inspired me to a lifelong interest in geography and a curiosity about our world which has stayed with me through my life. Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose."

~ Michael Palin

British Values

"What makes a nation in the beginning is a good piece of geography.

" ~ Robert Frost

Inclusivity

The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

Barack Obama

Intent

Why do we do what we do?

Our whole curriculum is shaped by our school vision:

"To help every child live life in all its fullness".

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time' **National Curriculum September 2013**

Early Years Foundation Stage 2021: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

At Feckenham Church of England Primary School, the Geography Curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our planning and curriculum, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our curriculum for Geography aims to ensure that all pupils have:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary

Our curriculum plan is based on evidence from cognitive science; three main principles underpin it:

1. Learning is most effective with spaced repetition.
2. Interleaving helps pupils to discriminate between topics and aids long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

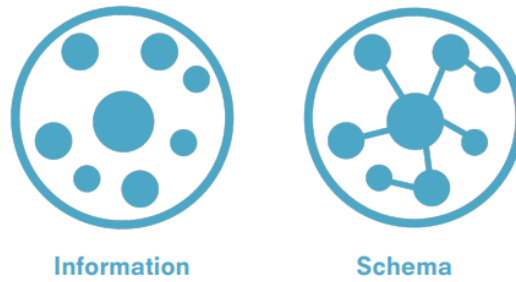
In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

The Geography curriculum is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

Building a Geography Schema

What is a schema?

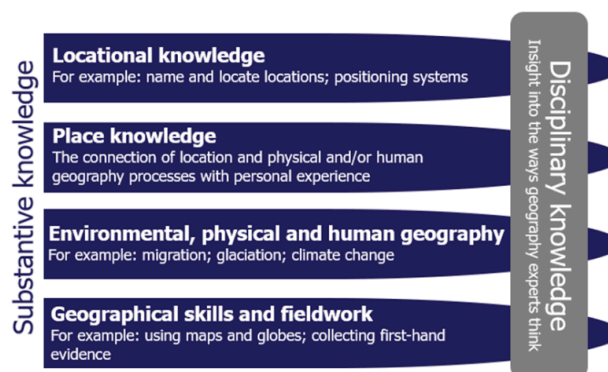
- Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge.
- A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organisational basis or links. The diagram below shows the difference between information and a schema.



Our curriculum for Geography supports teachers to help their pupils form a geographical schema by:

- using substantive knowledge strands as the basis for the schema
- strengthening the schema with disciplinary knowledge strands
- further deepening connections through tasks.

To build a Geography schema we use Substantive and Disciplinary Knowledge Strands, alongside Procedural Knowledge and Geographical Concepts. These are the big ideas that underpin the subject (the ideas that shape pupils' thinking), taken from Kapow's Geography Scheme. Each knowledge strand and concept is explored within different contexts so that it has tangibility and meaning. Breadth ensures that children gain relevant knowledge and can transfer this knowledge.



When devising a geography curriculum there is a need to identify both the content (substantive knowledge) that is to be taught and the knowledge of relationships that allow pupils to understand the connections between ideas (disciplinary knowledge). Pupils' combined appreciation of both substantive and disciplinary knowledge can be described as geographical understanding.

The four Substantive Knowledge Strands for Geography are:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical skills and fieldwork

The Disciplinary Knowledge Strands for Geography are:

- Observing
- Measuring
- Recording
- Presenting
- Questioning

Geographical Concepts

The Ofsted research review series: Geography (2022) explains that: 'concepts are important in geography as they draw out the links between processes and ideas. To develop their understanding of each of these concepts, pupils need to learn the range of relevant knowledge and skills. It is from this knowledge and development of these skills that pupils gain a more abstract appreciation of the subject. Therefore, it is critical that the content of the curriculum is broken down into component parts (or chunks) that pupils can first comprehend in their own right, before combining different components to gain a fuller conceptual appreciation.

The Geographical Concepts are

- Place • Space • Scale • Interdependence • Physical and human processes • Environmental impact • Sustainable development • Cultural awareness • Cultural diversity

Definitions

Disciplinary knowledge ('ways of knowing') Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice. Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Progression in disciplinary knowledge is shown in our Geographical skills and fieldwork strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.

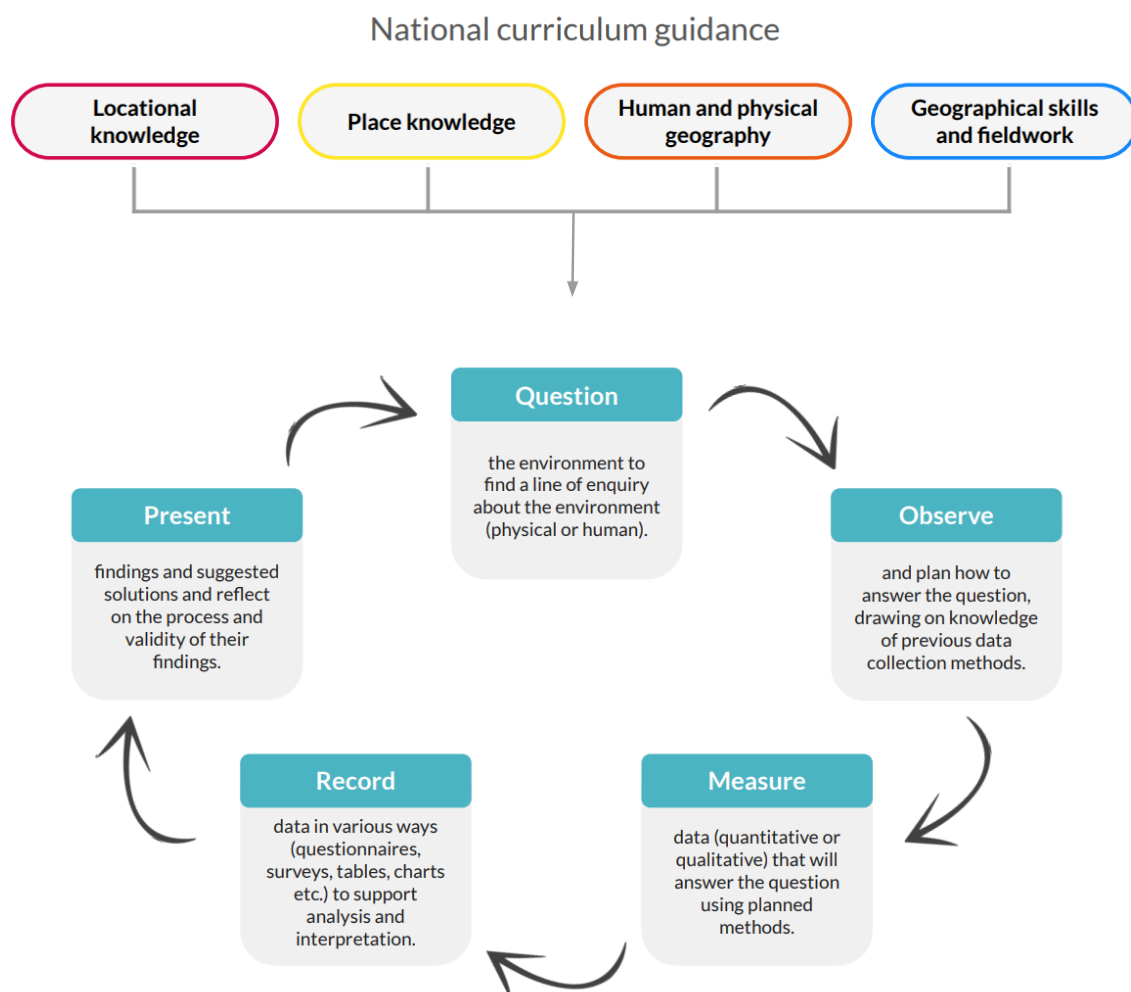
Substantive knowledge ('knowing about') Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it. This content is separated into the following areas in the National curriculum and within our scheme of work: ★ Locational knowledge ★ Place knowledge ★ Human and physical geography ★ Geographical skills and fieldwork.

Procedural knowledge ('knowing how to') Pupils gain procedural knowledge primarily through the Geographical concepts and fieldwork strand. They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

Implementation

How do we ensure our intent becomes a reality?

The route to a schema



The Substantive Knowledge Strands

Locational Knowledge

An understanding of locational knowledge helps pupils to:

- Develop their sense of place and identity.
- Develop an appreciation of distance and scale.
- Learn about the orientation of the world.

In the Early years, pupils learn positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this.

In Key stage 1 and 2 they extend this to more technical terms such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations. Pupils also need to learn about absolute positioning systems such as latitude and longitude to develop an understanding of location affects many of the earth's systems.

Place Knowledge

Place knowledge' builds on 'Locational knowledge. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities. During primary school, pupils make comparisons between different places but also study the same place over time.

Human and Physical Geography

A knowledge of physical and human processes helps pupils to describe and explain different environments.

Pupils in Key stage 1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features.

In Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time. It is important that pupils understand how human and physical processes interact.

Geography Skills and Field Work

Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place. This begins in Key stage 1, with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places. Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world. Pupils learn how to observe and record the environment around them and this supports them in retaining key geographical

knowledge. Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.

There is a link between these four strands and the knowledge within them does not exist in isolation. For this reason, elements of each strand appear in all of our Geography units.

Skills and Knowledge Progression

Our Geography scheme has a clear progression of skills and knowledge within these four strands across each year group.

Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of Key Geographical Concepts. Our National curriculum coverage document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The document also reflects which Development matters statements and Early learning goals are met in each activity within the EYFS units.

Carefully sequenced curriculum

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school.

Geography is taught as part of a two-year rolling programme in Year 3-6 and on a one year programme for reception, year one and year two, focusing on knowledge and skills stated in the National Curriculum and EYFS. The programme is planned so that there are opportunities for both practise and application of knowledge in skills in a range of ways at frequent points throughout a child's time with us, to embed and deepen understanding, so that long term retention is ensured.

Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. The questions are designed to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each planned unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. The units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Each planned lesson provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available if required.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

SEND statement.

As outlined in the Ofsted review of Geography:

'There is no single teaching strategy that meets the needs of all pupils with SEND. However, ensuring that there are adequate structures and sufficient scaffolding in place to support those who need it is crucial. Fundamentally, planning to ensure that pupils with SEND make strong progress is likely to have a positive impact on all pupils.'

In our school, we share the same ambition for all our pupils and therefore unless there are exceptional circumstances where the curriculum needs to be modified, all pupils are taught the same curriculum.

Enrichment

Forest School sessions to support curriculum lessons, field trips in our local area and further to use taught skills practically, links to other subjects such as Science, Art and History, adults to visit classes to talk about how they use geography skills in their jobs, visits to other school sites in our MAT to practise mapping skills. Access to orienteering on our school site and forest school.

Impact

What are the outcomes for our children?

Through our carefully designed curriculum, by the time children leave Feckenham they will be able to:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

How do we know that we have achieved these outcomes?

Assessment

Formative - Teachers assess the children's work in Geography through research and planning of projects in folders, questioning and observations during lessons. Assessment of children's learning in Geography is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform the support and challenge required by the children.

Summative - Assessments are made against the specific objectives set out in the National Curriculum and end of Year EYFS and recorded on our deigned assessment matrixes. At the end of each unit of work, teachers complete unit evaluations by assessing attainment against the intended outcomes from the Kapow scheme of work and evidence from 'Ask me Ask myself' questionings to make informed judgements about the depth of their learning and the progress children have made over time.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the National Curriculum, Kapow's Scheme for Geography, Early Years Foundation Curriculum plus detailed medium term plans and our own designed assessment.

Pupils carry out a pre assessment task so teachers can evaluate existing knowledge and concepts and tailor lessons to ensure progress is made by all children. The children use the same assessment at the end of the unit to show progress and teachers log each child into an assessment matrix so subject leads can monitor gaps and see progress across the school.

Pupil subject knowledge audit twice a year

The Geography Subject Leaders carry out monitoring interviews with samples of children from each year group across the school. The interviews aim to assess children's vocabulary, analysis and understanding surrounding a creative stimulus. The purpose of this is to ensure all children show progressive understanding of vocabulary surrounding Geography, and that they understand how to master, reflect and improve on their skills.