



Intent

Earth provides us with our needs for today and learning how our actions can influence its future will help children begin to make informed decisions about the way they live their lives now and in the future. We therefore aim to develop the children's love of the world around them through geography and inspire curiosity and fascination for the planet, and their place in it, for many years to come.

We aim to do this through developing knowledge of the location of globally significant places, including their physical and human characteristics. We also aim to ensure that children understand the geographical processes that bring about physical and human features of the world, how these are interdependent and how they bring about change over time. Whilst observing and studying these, we aim to ensure children are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork, interpret a range of sources, and communicate geographical information in a variety of ways.

Implementation

Three 'Threshold Concepts' - **Investigating Places**, **Investigating Patterns** and **Communicating Geographically** - build geographical conceptual understanding and are repeated many times in each key stage. Each threshold concept has its own facets of knowledge which help to strengthen these. This enables children to reinforce and build upon prior learning, make connections and develop subject specific language.

Geography underpins topics and units are planned and presented through a 'big question' which encourages an enquiry-based approach. Wherever possible, the school grounds and local area are used for fieldwork to enable children to base learning on first-hand experiences. Children also have a 'Stunning Start' to inspire learning and units often involve a visit, or an expert to enhance learning as real life-experiences are a key driver of our curriculum.

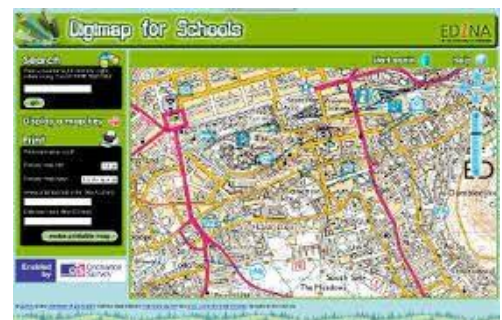
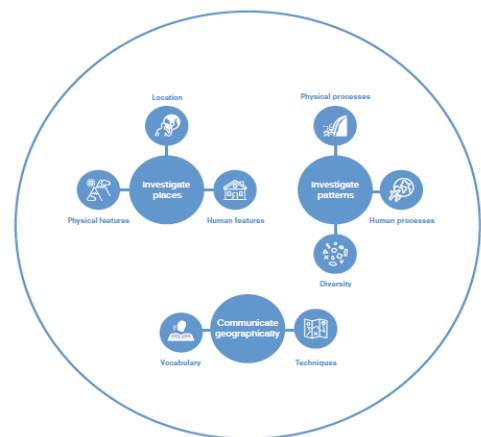
At St Dennis, we want pupils to acquire declarative and procedural geography knowledge. Map skills and fieldwork are carefully planned and demonstrate progression through the year groups. We have a wide range of atlases, Ordnance Survey maps and globes. We also subscribe to other online resources such as 'Digimap for Schools' to ensure we use a range of high quality and up-to-date maps. We use 'Oddizzi' to support planning and resourcing, as it provides a wide range of up-to-date resources including interactive maps, diagrams, aerial photographs, an online encyclopaedia, virtual postcards, quizzes and short film clips to inspire children.

Each year group has a list of non-negotiable countries they have to be able to locate and speak about geographically. Prior learning is revisited at the start of every lesson to ensure children have the knowledge of a geographer as well as the skills of a geographer.

To support learning, children also have a knowledge organiser in their book and on display, with key learning points and maps, diagrams, facts and vocabulary. They also take one home so they can share their learning at home.

Learning is recorded in geography books in KS2 and floors books in KS1.

Sustainability and the management of the environment is important to us at St Dennis Primary Academy. Therefore, 'the environment and community' is a key driver of our curriculum because we want our children to have a sense of pride in their local area and understand that the world stretches beyond their immediate doorstep. Also, to develop a sense that their home and the wider world is a wonderful place to live now, and in the future. In addition to National Curriculum geography, we also plan an environmental link to each big question, every half term.





At St Dennis Primary Academy, we have an Eco Council. Every year the Eco Council work towards and achieve Eco School's green flag award. The Eco Council meet every week and discuss issues linked to Eco Schools and choose one of these topics to focus on as a project each half term. These topics are **biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste and water.**

Children with SEND are fully included in geography and their needs are understood so that the right adjustments and provisions are in place. Staff have high expectations which ensures children aspire to be successful in their learning and make good progress, This is because, 'Everyone matter, everyone succeeds and every moment counts' Adaptations in geography can be viewed on our website: <https://primarysite-prod-sorted.s3.amazonaws.com/st-dennis-primary-academy/UploadedDocument/fda41d4b-8e69-48fd-b703-7993ecef13bl/geography-send.pdf>.

Impact

Our geography curriculum is high quality and sequenced to demonstrate progression in knowledge, skills and vocabulary. Children deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

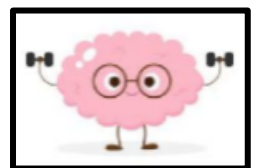
- Formative assessing of on-going learning and children's understanding of locational and place knowledge, human and physical geography, and how to communicate geographically using technical vocabulary. This takes place before and during a unit through mind maps, KWL grids and quizzes.
- Revisiting previous learning during 'Memory Master' time.
- Summative assessment through end of unit Proof of Progress tasks to assess critical knowledge, skills and understanding.
- Use of Target Tracker to identify learning gaps that need to be revisited.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice) with their books.
- Whole class feedback and feedforward of work in books.

Geography Unit and Lesson Structure

Memory Masters

We plan for **Memory Masters** at the beginning of every unit of learning, as we recognise the value in pupils having the opportunity to **revisit, recall, revise, remember, reinforce, relearn** and **reflect** upon previously taught content. This enables them to **retain** key knowledge across the whole curriculum to know more and remember more.

Memory Masters sessions will be evident in books through a Learning Objective, showing the Memory Masters symbol. Alongside this, there will be an opportunity for pupils to record their achievements. Examples of this could be a score from a quiz, a scale of confidence or key information remembered. We use a range of retrieval techniques from Kate Jone's Retrieval Practice books.



Monday 3rd June 2024

T T A I P G




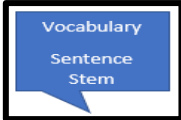

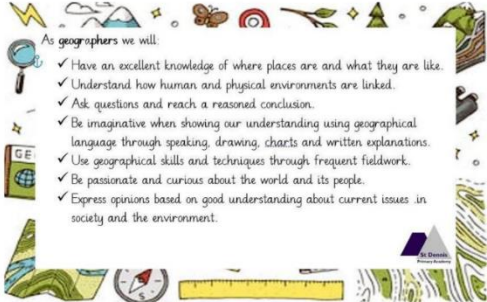



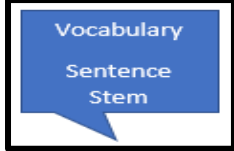
Topic:

Retrieval Task:

Locational knowledge quiz

Non-negotiable countries for each year group. We expect children in each year group to be able to locate on a map and describe where in the world they can be found. Locational knowledge quizzes are used to embed this learning. Each year builds on the next so remember to revise countries from previous year group. Quizzes can be located in the Curriculum Subject



<p>Leaders' folder on the OneDrive. Locational knowledge questions can also be found in the geography subject leader's folder.</p>	
<p>Feedback and Feedforward</p> <p>At the beginning of lesson, there is a feedback and feedforward element to review prior learning within the unit, in readiness to build connections. The Knowledge Organiser (stuck in book at beginning of the unit) may be used to support this.</p> <p>In line with our Marking and Feedback Policy, this element may also include:</p> <ul style="list-style-type: none"> • Work to praise and share to address misconceptions • Excellent examples of presentation • Targeted support • Time to edit basic skills errors 	
<p>Pedagogy</p> <p>Following the Feedback and Feedforward element, we remind ourselves what a geographer is:</p> <p>Key Stage 1 - "A geographer learns about places and people."</p> <p>Key Stage 2 - "Geographers are interested in Earth's physical features, such as mountains, deserts, rivers, and oceans. They are also interested in the ways that people affect and are affected by the natural world."</p>	 
<p>We also look at which skills of a geographer will be developed in today's lesson through sharing and highlighting these symbols.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="252 972 740 1272">  <p>As geographers we will:</p> <ul style="list-style-type: none"> ✓ Have an excellent knowledge of where places are and what they are like. ✓ Understand how human and physical environments are linked. ✓ Ask questions and reach a reasoned conclusion. ✓ Be imaginative when showing our understanding using geographical language through speaking, drawing, charts and written explanations. ✓ Use geographical skills and techniques through frequent fieldwork. ✓ Be passionate and curious about the world and its people. ✓ Express opinions based on good understanding about current issues in society and the environment. </div> <div data-bbox="794 1003 1230 1240">  <p>Location, Physical features, Human features, Diversity, Physical processes, Human processes, Techniques</p> </div> </div>	
<p>What is fieldwork?</p> <p>Key Stage 1 - Fieldwork is when you go outside and find out things about a place.</p> <p>Key Stage 2 - Fieldwork is observing, collecting data, describing your findings and analysing them. <i>(When doing this they become immersed in geographical thinking and draw together different forms of geographical knowledge)</i></p> <p>Mark on Learning Objective when fieldwork is carried out!</p>	
<p>Learning Objective and Success Criteria with Key Vocabulary and Sentence Stems</p> <p>The Learning Objective with Success Criteria are then shared <i>(format for books is in planning folder and includes vocabulary)</i>.</p> <p>Definitions of key vocabulary for this lesson and any relevant vocabulary from previous lessons.</p> <p>Sentence Stems are also shared and repeated. Sentence stems are used to make sure learning is specific: e.g. Scotland is north of England. To express opinion and stimulate debate: I believe transport links into rural villages affect local industry because...and to make sure key facts are learnt.</p>	 
<p>New Learning <i>(Key Concept Introduction / Modelling / Questioning)</i></p> <p>Key knowledge and concepts are introduced, and it is explained that these will be learnt through key scientific skills. Fieldwork and map skills are an integral part of every unit and</p>	

are carefully planned for in the long term and medium-term plans. These skills need to be modelled to the children. Use maps in playground and on hall wall for sense of scale.

These skills are then discussed, highlighted and **modelled** so they are developed and used accurately.

Other questioning techniques are also considered e.g. pose, pause, pounce, bounce / think, pair, share / whiteboards / cold calling / lolly lotto etc.



Questioning alongside a large map which then zooms in if relevant.

Questions to ask about the location – Key Stage 1

What continent is it in?

What is the capital city?

Which ocean and seas are nearby?

What is the weather like? Hot/cold? Is it near the equator or poles?

Who and what – who (people) and what (animals and plants) live there?

What would you see there? What is natural? What has been made by humans?



Questions to ask about locational knowledge – Key Stage 2

What continent is it in?

What is the capital city?

What other countries are nearby?

Where is it in relation to our country?

Which bodies of water are nearby?

What hemisphere is it in?

Where is it in relation to other places we have studied?

What time zone is it in?

What climate zone is it in?

Biomes?

Where is it in relationship to main lines of latitude? (using 8 points of compass) (Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic)

What are the key topographical features (hills, mountains, rivers)?



Independent Practice/Practical

Following modelling, children have the opportunity to **develop skills of being a geographer**. This may include using and drawing maps, collecting and analysing data, working in a group or independently. Remember to challenge misconceptions and stereotypes during this time.



Think Deeper – An extra challenge!

This part of the lesson is a question to extend children's thinking about their learning. It may be answered orally as a group or have a written explanation and is directly linked to the learning objective. Questions may probe into deeper analysis of data or be opinion based – for example, if learning about the fishing industry in Year 6, children might be asked to explain why fishing industry leaders find government fishing bans, 'devastating'. They might be asked to give their opinion on whether fishing for pollack should be banned.



Let's Reflect (Formative Assessment)

Learning Objective and Success Criteria are revisited to ensure children know what they have learnt. This also provides feedback that improves children's learning.

At the end of each lesson, we use one or two questions to assess understanding of the key content. These questions build to a final cumulative quiz that is used as an assessment.



End of Unit *(Formative and Summative Assessment)*

At the end of a unit, assessment is carried out through a complete cumulative quiz and a 'Show what you know' activity. The enquiry question for each lesson is shared to support the answering of the overarching question. Sentence stems are used to support this along with key vocabulary. There may also be diagrams to label. These could also include sections of the knowledge organiser with elements missing for children to complete.

