



Federation of Eileen Wade and Milton Ernest C of E Primary

Schools

Geography

Working Together, Aiming High, Shining Brightly

Intent

The Federation of Eileen Wade and Milton Ernest C of E Primary Schools aims to provide high quality geography education which inspires in pupils a curiosity and fascination about the world and its people. At Eileen Wade Primary, we use the Kapow Primary's Geography scheme of work. This aims to inspire pupils to become 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 this scheme of work, 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.

Kapow scheme encourages:

- 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.

Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum.

Implementation

Using Kapow Primary's Geography scheme of work, Eileen Wade delivers a clear progression of skills and knowledge within the four strands of the National curriculum: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Through a spiral curriculum, essential

knowledge and skills are revisited with increasing complexity, allowing pupils to revise and build on prior learning.

We will provide:

- At Eileen Wade Primary, we study Geography every other half term as we alternate it with History. We will make links to other curriculum areas where possible.
- We use the Kapow's Primary Geography, which gives us a clear progression of knowledge and skills.
- The Kapow scheme allows each learner to have a scaffold to ensure everyone can access the learning.
- Each topic we study begins with a question, which is studied in detail over a sequence of lessons. These questions are designed to be open ended so that there is no one right answer. It is about the method of thinking like a geographer and using evidence and knowledge that is important.
- Due to the open-ended nature of learning, this allows the children to challenge themselves and take the learning further.
- Each lesson begins with a recap to retrieve the taught knowledge in order for it to become part of their long-term memory and something that is remembered in primary school and beyond.
- Geography is taught three times a year across both key stages to ensure full coverage of the National Curriculum

Fieldwork opportunities

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.

Impact

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact can be constantly monitored through both formative and summative assessment opportunities.

Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit. Pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The expected impact is that children will:

- 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.

Teaching & Learning

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue. Each of our Geography units include some field work.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children including SEND. We do this by:

- adaptive teaching and adapting activities so they are accessible to all regardless of literacy or maths ability.
- setting tasks of increasing difficulty, some children not completing all tasks and challenges set for all children linked to ability when appropriate.
- providing resources of different complexity according to the ability of the child.
- using classroom assistants to support the work of individual children or groups of children if available.
- recording Geography work in a variety of ways including written work and pictorial work in books, videos and photos using Seesaw or Tapestry.

EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment targets.

Assessment

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with nine multiple-choice questions and one open-ended question. Teachers use this assessment quiz at the beginning and the end of each unit. This is monitored and tracked on the school data tracking system. This is then given to the subject lead and shows whether children have met, exceeded or has not met the objectives. All Geography evidence is completed in the Geography books, displayed in school or photos and recordings kept digitally on Seesaw or Tapestry.

Resources

We are continually reviewing resources in our school to be able to teach all the geography units that we plan. Atlases are kept in each classroom. When teaching Geography, all classrooms will use the appropriate UK and world maps, and if possible display compass directions for their year group and key Geographical vocabulary. Where we are able to, we try to use trips, residential and visitors as a resource to continue to build upon knowledge and skills outside of the classroom.

Monitoring and Evaluation

The geography subject leader and senior leadership team is responsible for monitoring the standard of the children's work and the quality of teaching in geography and in the themes. All planning can be accessed digitally by staff through the Kapow scheme. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, observing and monitoring lessons, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader gives the Head Teacher and the Governors a mid-year and an end of year report, updating them of developments and outcomes in the subject across the school. The subject lead also develops and reviews a subject action plan each year to ensure the subject is always improving, moving forward and providing the best geography education for our children.

