



## Individually Strong, Collectively Stronger!



# Geography

### Intent:

Children will leave Allen Edwards with a secure knowledge of places and the relationships between people and their environments as well as developing a desire to further investigate local, British and world geography. Through a carefully considered curriculum which provides cross curricular links to Art, DT, History and English, pupils will develop an interconnected knowledge of locations and how these locations become places through the meanings people associate with them. Through using geographical skills, children will build a deep understanding of the Earth's key physical and human processes. Using a curriculum rooted in the consistent revisiting of knowledge – both disciplinary and substantive, they will build a contextual understanding of natural and human environments. Through the vehicle of geographical skills, children will leave Allen Edwards with a secure understanding of substantive knowledge, including location, place and space, geographical processes, interdependence, sustainability and cultural understanding. This knowledge will inspire a curiosity and fascination of the world around them and the people within it. This will inspire them to continue to develop their geographical understanding in life.

### Impact:

As children move through school, they develop their locational and place knowledge, their knowledge of human and physical processes and their ability to use fieldwork and geographical skills. This ensures that children transition through school and onwards with a secure understanding of their local area, the UK, Europe and the world. Connections are made throughout their learning journey to ensure the children recognise the importance of the interdependence of locations, people and environments across the globe. The children use geographical vocabulary well to describe and explain key geographical processes, which form the grounding for later learning. As a result of continued practise and development, children are able to identify the skills of a geographer and understand the importance of fieldwork, map skills, observations and enquiry when investigating people, places and environments. Their opinions about the world are well balanced and rooted the core knowledge they have developed over time.

### Implementation:

Geography lessons used a wide range of pedagogical techniques to ensure clarity of learning for the children. Each lesson begins with a daily review to consolidate prior learnt knowledge and connect learning across lessons. This enables children to strengthen memory and immerses them back into historical learning and the context in which it is happening. Teachers use a variety of teaching and learning strategies, such as true/false quizzes or 'empty your brain' to inform and begin to make immediate adaptations to lessons.

New learning in Geography is presented clearly and in manageable chunks for the children. Teachers use their subject knowledge and knowledge of learning styles to ensure that children are not cognitively overloaded by their learning. Within Geography lessons, there is a strong balance of teacher talk to deliver new knowledge and question understanding with children discussing, thinking and exploring the new knowledge offered. Assessment for Learning (AfL) strategies, such as show-me boards, deliberate mistakes made by the teacher to pre-empt learning misconceptions and sequencing activities, which are used as integral parts of Geography lessons to allow for adaptations to be made within lessons based on children's feedback and understanding.

Geographical knowledge of locations, places, human and physical features and fieldwork is built across a series of lessons. Core texts often link to locations and places and provide additional background knowledge so that the children can build a deeper understanding. Links are made within English and Geography lessons to consolidate and extend learning.

Supportive pedagogical practises are used to develop children's understanding and learning links. Modelling is used by all teachers to apply knowledge. Children are supported through this modelling with how to utilise their knowledge as geographers and develop not only their substantive understanding but also their disciplinary knowledge. Visuals, models, diagrams and maps are used regularly across school to support development of geographical knowledge.

Questioning forms an important role within Geography lessons. Open and closed questions are used for a variety of reasons: to check understanding, deepen their knowledge of the interaction between physical and human processes, develop contextual knowledge of the location of globally significant places and develop children's understanding of interdependence, variation and changes over time. Across a unit of work, there are overarching questions spanning across lessons – e.g. What is the impact of a volcano eruption on the land and society? – and lesson specific questions to build knowledge weekly – e.g. What are the key features of a volcano?

Active learning strategies are used to further embed knowledge within Geography lessons. These provide opportunities for children to use their learnt knowledge and they enhance motivation and engagement in lessons. An immersive launch day hooks the children into the geographical location and place and builds enjoyment and curiosity about their learning. Drama, using a variety of diagrams, maps and images, fieldwork experiences and collaborative projects provide opportunities for children to learn in a variety of ways. An enrichment opportunity, such as trips or visitors, further develops children's curiosity and knowledge of geographical locations and processes. Children are provided with memorable experiences to support retention of knowledge.

For more-able pupils, they have opportunities to work at a deeper level in Geography through using a range of fieldwork opportunities to evaluate locations, identify the distribution of the world's resources and the impact this has on places, locate lines of latitude and longitude to explain how this affects different locations around the world and explain geographical benefits or consequences of different processes within the curriculum.