



## Subject: Geography

### Intent

<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<p>We believe that Geography should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our children will be given the opportunity to investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth’s physical and human processes.</p> <p>We are committed to providing children with opportunities to investigate and make enquiries about their local area of Topsham and Devon so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.</p> <p>We want our children to see themselves as Geographers. Through high quality teaching and experiences, by the end of Year 6 the children will have developed:</p> <ul style="list-style-type: none"><li>● An excellent knowledge of where places are and what they are like, both in Britain and the wider world</li><li>● A comprehensive understanding of the ways in which places are interdependent and interconnected</li><li>● An extensive base of geographical knowledge and vocabulary</li><li>● Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques</li><li>● The ability to reach clear conclusions and explain their findings</li><li>● Excellent fieldwork skills as well as other geographical aptitudes and techniques</li><li>● The ability to express well-balanced opinions, rooted in sound knowledge and understanding about current issues in society and the environment</li><li>● A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.</li></ul>

### Implementation:

<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<b>High Quality Planning</b>
<p><b>Substantive Knowledge and Experiences in Geography</b></p> <p>Geography is taught in teaching blocks throughout the year, so that children achieve depth in their learning. The curriculum objectives taken from the National Curriculum develop both an understanding of the Geography local to us in Devon, and more widely to 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</p>

knowledge about the world should deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

The key knowledge and skills that children acquire and develop throughout each block have been mapped as a spiral curriculum to ensure progression between year groups throughout the school. At the beginning of each new geography topic, teachers refer to prior experiences and learning to develop children's understanding of key concepts. Key vocabulary and concepts are continuously revisited and built upon, using resources and displays to embed this.

We plan for the local area to be fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom. Fieldwork opportunities will be built upon and expanded as the children progress from school, for example mapping the school grounds for a child in Reception ranging to a residential field trip on Dartmoor at Year 6.

**Disciplinary knowledge and Critical thinking skills in Geography**

***Planning using Bloom's Taxonomy as a framework***

Children will be taught to 'think like a Geographer', placing enquiry at the centre of our Geography curriculum. We use an enquiry based approach to our planning, based on the principles of Bloom's Taxonomy. This is to ensure that the children have a dynamic understanding of geography, where they are given opportunities to synthesize and apply knowledge, actively participating in the creation of their learning experiences.

Planning within our spiral curriculum will focus on development of skills 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.

Each new school year planning will take into account the skills already acquired, revisiting and embedding before developing and extending.

**Metacognition: Developing and supporting Positive Attitudes to Learning in Geography**

*These are explicitly taught within our sequences and lessons*

*Curiosity, Making Links and Empathy are at the heart of geographical enquiry.*

Using these Learning Powers, pupils will begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. This will enable them to develop a real sense of who they are, what makes our local area unique and special and their place within the wider world as global citizens.

Time is planned for the children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access support to succeed.

**Through this we provide a consistent approach to planning for our curriculum which builds on prior learning, supports children see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and	Promotes and develops Metacognition
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			promoting READING	
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A successful Geography lesson will include:

- Reference to the learning powers the children will need to employ to access the learning experience fully. Children will be given opportunities to reflect on how they have used their learning powers and progress they have made.
- The explicit teaching of subject specific vocabulary taken from the progression document which children are expected to use accurately in when speaking and when writing about their Geography learning. Revisiting and building on vocabulary such as environment or location is a key part of embedding children's conceptual understanding.
- Key questions planned using Bloom's Taxonomy to develop critical thinking skills around the chosen topic.
- Opportunities for use of a broad range of Geographical resources, including reference books, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Recording of learning will be evidenced in on Tapestry in FSU, on SeeSaw and in Topic books at KS1, and in KS2 in Topic books. Working walls at all stages are integral to supporting the children's progression of topic knowledge and understanding. Evidence gathered may include some of the following: written, photographic, video and audio, drawings, map work. A variety of written forms will be applied for example: labels to annotate a map for a journey to school at KS1; an extended persuasive writing piece for the use of renewable energy sources at KS2.

**Through this we create a supportive learning ethos for both teachers and children and enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed our curriculum intent.**

<b>T</b>	<b>O</b>	<b>P</b>	<b>S</b>	<b>H</b>	<b>A</b>	<b>M</b>
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Topsham and Devon so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. Social skills needed for this are reflected in our school values, for example our school value of Partnerships where the children will be understanding the impact of our role in partnerships within the wider community e.g. RSPB conservation at Topsham Marshes. Our school values and Geography curriculum will support the children to become outward looking, so that they can recognise their roles and responsibilities as Global Citizens of the future.

**Through this, we create a safe, secure learning environment where all stakeholders have shared and consistent understanding of our Values and positive behaviours expected within our school that support everyone learn, succeed and achieve.**

**High Quality, Enabling Environment**

Working wall showing progression of sequence	Tiered Vocabulary used as part of display	Learning Powers clearly linked to learning sequence of Working Wall	Children independently access high quality resources
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- Topic vocabulary will be displayed on working walls and KS2 will also record this in their individual vocabulary books. Vocabulary on working walls will be illustrated where appropriate to support understanding and assimilation.
- Working walls will demonstrate the progression of the learning sequence and may include: records of shared discussion, examples of children's work, photographs, maps and other geographical resources.

- Teachers will use the Devon Library Service to provide a range of reference books linked to the topic, at an appropriate reading level for the children to access in their learning environment.
- Records of learning including photographs for Reception and KS1 will provide visual prompts for the children to talk about the knowledge and understanding.
- Teachers will plan to use a broad range of practical resources including digital resources e.g. maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Opportunities will be planned for the children to learn how to independently access resources such as an atlas.

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

## Impact:

### **Monitoring and Supporting High Quality Planning and Timetabling**

This will include:

- Monitoring of termly planning
- Support for development of assessment through staff CPD.
- Access to the school membership of The Geographical Society, including planning resources and online CPD opportunities.
- End of year teacher conferencing and feedback to edit and improve topic planning.

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offers equal opportunities for ALL children to make progress through the year.**

### **Monitoring and supporting High Quality Teaching and Learning**

- Termly book looks/evidence looks alongside pupil voice at the end of a teaching sequence.
- Drop-ins to observe teaching across a phase as and when needed
- Gathering of wider evidence, including working walls, feedback from trips and written evidence in KS1 & KS2.
- Development of an agreed policy for vocabulary, so that it is introduced and displayed in a consistent way throughout the school.
- Opportunities where possible to develop peer support with school members of RELP.
- Opportunities for staff to observe good practise, or be supported with team teaching Geography in another class in school.

**Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning**

### **Monitoring and Measuring Progress through assessment and published data**

Teachers will use the Progression of Skills and Knowledge documents to identify starting points. Where appropriate a cold task may be used to establish pupil's familiarity with the subject, this will be particularly important for vocabulary. A knowledge harvest will be used at the end of the sequence to monitor progress. Gaps will be identified and children will be given opportunities to revisit these areas of learning to fill these gaps before moving on to a new topic.

**Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress**

**School Improvement Priorities**

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching.



**Progression of knowledge and skills:**

**Geography**

By the end of year, pupils will have...

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Early Years	Developed the following skills:	Have gained the following knowledge:
		<p>Children know about similarities and differences in relation to places</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another</p>
Experienced the following:		

By the end of year 1 children will have:

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Year 1	Developed the following skills:	Have gained the following knowledge:
	<p>Use a globe to locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use world maps and atlases to identify continents and oceans</p> <p>Devise a simple map of the school and its grounds, using symbols</p>	<p>Identify seasonal and daily weather patterns in the UK – explore different clothes worn.</p> <p>Name and locate the world's seven continents and 5 oceans</p> <p>Use locational and directional language, including the 4 compass points to describe the location of features on a map</p>

By the end of year 2 pupils will have:

By the end of year 2 pupils will have:		
	Developed the following skills:	Have gained the following knowledge:

Year 2	<p>Use basic geographical vocabulary to refer to key physical features e.g. beach, cliff And key human features e.g. city, town Devise a simple map using symbols (and a key) of the local area showing physical and human features Undertake fieldwork, observing the local environment Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features</p>	<p>Name and locate the United Kingdom and it's countries on a map. Name and locate capital cities of the UK and surrounding seas. Name and locate Exeter on a map of the UK Place knowledge: recognise similarities and differences between our local area and a small area in a non-European country.</p>
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By the end of <b>KS1</b> , pupils will have experienced the following	
<ul style="list-style-type: none"> <li>● Studied the 7 continents and 5 oceans, using 4 compass points to orientate places on a globe or world map.</li> <li>● Studied the human and physical geography of the school and the local area.</li> <li>● Undertaken a local walk and made a map of the walk using own symbols.</li> <li>● Compared our local area to a similar area in a non-European country</li> </ul>	

By the end of year 3 children will have:		
Year 3	Developed the following skills:	Have gained the following knowledge:
	<p>Use contents and indexes to find information in an atlas Describe how volcanoes are created and the impact they have on people's lives</p>	<p>Name 5 -10 countries in the Northern Hemisphere, including well-known European countries Name and locate some of the most famous volcanoes</p>

	<p>Describe how earthquakes are created</p> <p>Confidently describe physical and human features of our locality using a map</p> <p>Locate the Mediterranean and describe its weather and climate.</p> <p>Compare our locality to life in the Mediterranean.</p> <p>Use 8 points of the compass</p> <p>Use basic OS map symbols</p> <p>Use 4 figure grid references</p> <p>Make accurate measurement of distances within 100km</p>	<p>Name and locate capital cities of neighbouring European countries</p> <p>Understand the weather patterns of the Mediterranean</p>
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By the end of year 4 children will have:

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	Developed the following skills:	Have gained the following knowledge:
Year 4	<p>Find the same place on a globe and in an atlas.</p> <p>Label features on a map and aerial photograph.</p> <p>Plan a journey to a place in England.</p> <p>Accurately measure and collect information e.g. rainfall, temperature, wind speed, noise levels.</p> <p>Describe the main features of Topsham, compared to Exeter, compared to London.</p> <p>Make a map using appropriate symbols for physical features.</p> <p>Explain why people are attracted to living in cities.</p> <p>Explain why people may choose to live in Topsham, compared to Exeter, compared to London.</p> <p>Look at maps and other sources to document how human features of Topsham have changed over time.</p> <p>Find out about a local environmental issue, what are people's views.</p> <p>Suggest different ways in which Topsham could be improved.</p>	<p>Locate Tropics of Cancer and Capricorn</p> <p>Know the difference between British Isles, Great Britain and the UK.</p> <p>Know the countries that make up the European Union</p> <p>Name up to 6 UK cities and locate them on a map.</p> <p>Locate and name the main islands around the UK.</p> <p>Name and locate areas of origin of the main ethnic groups in the UK and in our school.</p>

By the end of **LKS2**, pupils will have experienced the following

- Used local historical resources e.g. Topsham Museum, RAMM, to study our locality and changes to human geography over time.
- Been involved in a local environmental issue, including gathering local views and suggested what could be changed/improved. Linked: carried out a survey in the local area.
- Used atlases and local maps.
- Studied the human and physical geography of Topsham, Exeter and London, and made a comparison.
- Studied a region in a European country (e.g. Bad-Homburg in Germany, Rennes in France and Terracina, Italy – all cities twinned with Exeter)

By the end of year 5 children will have...

	Developed the following skills:	Have gained the following knowledge:
Year 5	<p>Explained why people are attracted to live by rivers, and consequently why many cities are located by rivers.</p> <p>Explain why water is such a valuable commodity</p> <p>Explain how a location fits into its wider geographical location, with reference to physical, human and economic features.</p> <p>Map land use, make detailed sketches and plans, improving accuracy later.</p> <p>Plan a journey to another place in the world, taking into account distance and time.</p> <p>Explain how the water cycle works.</p> <p>Consider and explain what Topsham might be like in the future, taking account on issues impacting on human features e.g. housing.</p>	<p>Name and locate the world's major rivers on maps.</p> <p>Name and locate famous mountain regions on maps.</p> <p>Locate the USA and Canada on a world map and atlas</p> <p>Locate and name main countries in South America on a world map and atlas.</p>

By the end of year children will have:

	Developed the following skills:	Have gained the following knowledge:
Year 6	<p>Give extended description of physical features of different places around the world</p> <p>Accurately used 4 figure grid references</p>	<p>Recognise key symbols on ordnance survey maps.</p> <p>Name largest desert in the world</p>

	<p>Confidently explain scale and use maps with a range of scales</p> <p>Create sketch maps when carrying out a field study.</p> <p>Choose the best way to collect information needed and appropriate units of measure.</p> <p>Use OS maps to answer questions.</p> <p>Describe what a locality might be like using maps, aerial photos, plans and web resources.</p> <p>Give an extended description of human features of different places in the world.</p> <p>Map land use with own criteria.</p> <p>Describe similarities and differences in physical features between places.</p>	<p>Identify Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p> <p>Explain how time zones work.</p>
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By the end of **UKS2**, pupils will have... Experienced the following

- Used an Ordnance Survey map to plan and undertake a local walk and a walk on Dartmoor.
- Carried out a field study in the local area, including mapping land use.
- Studied the River Exe and Exe Estuary as part of learning about rivers and the water cycle.
- Studied a region within North and South America: studying human and physical geography.
- Visited the Eden Project for study linked to one or more of the Biomes.