



GEOGRAPHY AT GILDREDGE HOUSE

Learning is defined in the Ofsted handbook as ‘An alteration in long-term memory.’ In order to achieve this, the curriculum needs to be in an order so that new knowledge and skills build on what has been taught before, meaning pupils can connect new knowledge with existing knowledge and work towards clearly defined end points.

Purpose

Geography is the study of places. It explores the relationships between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment. Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision-making. The study of geography helps to develop a sense of identity and promotes responsible citizenship.

SEND Provision

We recognise as a school, the importance of ensuring that children identified with Special Educational Needs and/or Disabilities have access to an ambitious Geography curriculum. We will therefore aim to plan first for our students with SEND, with appropriate tasks, support and level of challenge to enable them to access the curriculum. Advice can be sought from the school’s SENDCO where applicable.

Aims

At Gildredge House, our progressive curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places; both terrestrial and marine, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- create an understanding of the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- be competent in the geographical skills needed 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.

(As outlined in the 2014 National Curriculum.)



Geography in the school curriculum

Geography is a statutory subject of the school curriculum of maintained schools.

Being an all-through school has enabled us to create a bespoke programme that builds on skills and knowledge across the whole school.

1. We enhance the curriculum by utilising the skills of our Secondary colleagues to deepen subject knowledge of both staff and students.
2. Units with key objectives have been planned by the Primary staff in order to ensure there is continuity and progression from Reception to Year 6 and into KS3.
3. The command words: Describe, Explain and Compare are used when planning activities, to enable children, when they are developmentally ready, to show their geographical understanding; this leads directly into the KS3 requirements from Year 7.
4. At Gildredge House, we recognise that experiences and enrichment opportunities help to bring the subject of Geography alive. There will therefore be opportunities to:
 - Handle artefacts with care
 - Welcoming visitors
 - Use imaginative play or drama to express feelings and ideas
 - Respond to images, games, stories, art, music and dance
 - Make use of videos and the internet.
 - Field work: It is encouraged that teachers plan opportunities to use the school grounds and local environment to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must implement a robust Risk Assessment.

Time Allocation

Although there is no statutory time for teaching foundation subjects, at Gildredge House, we expect around one hour per week to be devoted to Geography.

E-Safety

The geography policy and scheme of work adheres to the whole school E-safeguarding Policy, when using GIS, Google images, Google Maps and other online research tools.

The intent of our Geography curriculum is to deliver a curriculum which is accessible to all and that will maximize the outcomes for every child so that they know, remember and understand key information about the world around them. We strive to inspire children's curiosity and fascination with the world that we live in and its people.

We will encourage the children to provoke thought, questions and discover answers to these questions, in order to gain a greater understanding of their wider world. Children will understand what it means to live in the UK and be a British citizen.



Intent	Implementation	Impact
<p>We aim to equip children with the necessary skills to investigate a range of places in order to develop their knowledge and understanding of the Earth's physical and human processes and environments. This will include opportunities to explore our local environment.</p> <p>Education Endowment Fund research indicates that by identifying key learning styles of children will underpin the individual's style of preferred learning. The theory is that learning will therefore be more effective or more efficient if pupils are taught using the specific style or approach that has been identified as their learning style. A successful approach will allow children to make an additional two month's progress.</p>	<p>Displays: Children have access to key language and meanings in order to understand and readily apply to their written, mathematical and verbal communication of their skills, in a purposeful context. This promotes connections to be made across all foundation subjects where applicable.</p> <p>Key Vocabulary: The promotion of a language rich Geography curriculum is essential to the successful acquisition of knowledge and understanding in Geography.</p> <p>Independent learning: In Geography, children are encouraged to enquire about their topic of interest and develop their independence when locating places, describing places and exploring the outdoors.</p> <p>Children will access resources to acquire learning through atlases, text books, maps, digital technology and photographs. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.</p> <p>Enhancement: In order to enhance the curriculum for geography children access the local area at least once a term; by making connections through all the different curriculum areas and have access to a local map. With this map they navigate and apply</p>	<p>Through a well-planned and implemented curriculum, the children will develop their geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.</p> <p>Building on this secure foundation, their progress will lead them to become competent geographers.</p> <p>Children will make at least good progress from their last point of assessment or from their starting point prior to starting school.</p> <p>This will be measured by the:</p> <ul style="list-style-type: none"> • Progress from a child's starting point. • Attainment at each point of assessment. <p>Pupil Discussion: Children can discuss and compare the lives of people they have studied from a variety of different countries</p>



	<p>their geographical skills when accessing the local area.</p> <p>Educational Visits to enhance their cultural capital: Where applicable links to geography will be made to develop the children's topical learning.</p> <p>In the Foundation Stage, Geography will make an active contribution to all of the seven areas of learning.</p> <p>Year 1: Where in the world do animals live?</p> <p>Year 2: Where does our food come from? How is Australia similar/different to UK?</p> <p>Year 3: What causes an earthquake? How is Africa similar/different to the UK?</p> <p>Year 4: How is water recycled? What is life like in Mexico compared to the UK?</p> <p>Year 5: What are the similarities and differences between India and the UK? How does longshore drift and coastal erosion affect our coastline?</p> <p>Year 6: Can we locate countries, oceans, counties and cities on a map? Can we describe and understand key aspects of climate zones, biomes and vegetation belts?</p> <p>Each unit of work identifies prior learning and shows how this is built upon.</p> <p>The teaching of Geography will not be limited to these topics. The children's understanding and</p>	
--	---	--



	<p>knowledge will be strengthened through the teaching of all subject areas.</p> <p>Planning and Teaching: The following skills are used in order to strengthen the skills and deepen the understanding and knowledge taught: investigating, reflecting, expressing, interpreting and empathizing.</p> <p>Visits and Visitors: Community walks within our local area, visitors will be welcome such as park wardens, conservation ambassadors.</p>	
<p>To build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.</p> <p>The Council for Learning Outside the Classroom indicates that good quality learning outside the classroom adds significant value to young people's learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills.</p> <p>Effective learning outside the classroom relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people.</p> <p>Education Endowment Fund research indicates that by developing collaborative learning experiences with a high level of challenge, problem solving, reflection and discussions will enhance the ability of children to use the outdoors to conduct enquiry-based learning. A successful approach will allow children to make an</p>	<p>Outdoor Learning opportunities within the curriculum: Teaching and Learning should plan for outdoor learning opportunities within geography lessons termly. This may be using the school grounds, local area or wider community to apply and explore their subject specific task.</p> <ul style="list-style-type: none"> • Children will access their local environment to get a hands-on experience in their learning. This may not be geography led but is an expectation that all pupils visit their local area at least once a term. Children will become more aware of their local environment and as they progress through their geographical education and use a map specific for their areas of enquiry. • Educational Visits to enhance their cultural capital Where applicable links to geography will be made to develop the children's topical learning. <p>British Values and PSHEE: Children will learn and revisit the</p>	<p>Children will achieve age related expectations in Geography at the end of their cohort year.</p> <ul style="list-style-type: none"> • Children will retain knowledge that is pertinent to geography with a real-life context. • Children will understand how geography 'happens' in their local area. • Children will begin to understand their wider world and the implications that we as citizens have on it. • Children will work collaboratively to solve problems and explain the processes that they have taken/observed within a real-life context. • Children will act as good citizens within their local community.



additional four months' progress.	importance of our world and how it should be treated through a range of cultural capital activities and experiences. .	
-----------------------------------	--	--

During Years 7 and 8 in KS3, pupils will study Tectonics, Settlements and Map Skills, building on work in Primary, Extreme Weather and Coasts and Rivers.

Pedagogical Approaches to the teaching of Geography

Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration.
Constructivism	Enquiry- based learning.
Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction.
Liberationism	Pupil-led learning opportunities.
Learning, working and talking about Geography with confidence	Being introduced to the key vocabulary relating to Geography so that all children can express their understanding, views and opinions with confidence.

Equal Opportunities

Geography follows the schools Equality Policy.

Responsibilities

The Geography Subject Leaders are responsible for:

- Monitoring the teaching and learning of Geography within the Primary phase, ensuring that children know, understand and remember key information about each Geographical theme taught.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Liaising with the Secondary colleague responsible for the implementation of Geography to secondary students to ensure that the curriculum is fit for purpose, providing continuity and progression
- Attending regular courses to keep knowledge up to date and feedback to staff upon return.

Subject Leads