



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Geography at Rokeby Primary School

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1. Subject statement

Intent

At Rokeby, we believe that geography helps to provoke children's natural interest about the wider world around them. Our children are encouraged to develop a greater understanding of the world in which they live in and understand their place within the world.

We want our children to become naturally inquisitive geographers and to understand what it means to be a geographer. We want them to know that:

- A geographer is someone with good locational knowledge and can name continents, countries, seas and oceans.
- A geographer is someone who can describe different places in the world and compare them using key geographical vocabulary.
- A geographer is someone who can describe and understand key aspects of physical and human geography.
- A geographer is someone who can using their geographical skills and knowledge and apply it to a range of fieldwork.

In our children, we want to cultivate a life-long fascination about the world; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our geography curriculum is underpinned by both The National Curriculum 2014 and The Rainbow Continuum.

Implementation

Geography is taught in blocks throughout the year. The geography topic is based around the class text; this ensures that the children are fully immersed in their learning and can transfer their geography knowledge to a range of curriculum areas.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and morning English lessons identified, planned for and utilised.

Our provision for geography is clearly mapped out for each group so that progress and development of skills and knowledge, is key. We promote our children's language and vocabulary by frequent use of their Foundation Subject Dictionary.

All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

Impact

Geography is taught in a purposeful and clear way. The geography unit links to the current Power of Reading text for each year group so children are able to make meaningful links between the story that they are reading and the geography that they are learning.

Children's vocabulary knowledge is growing, this is promoted through the use of vocabulary folders that the children use to define new vocabulary, and then use the new vocabulary in both in their books and verbally.

Learning objectives have a clear progression route through the year groups, with the firm foundations laid by the Early Years, and built on through key stage one and then key stage two.

Children speak positively about geography, during a pupil voice, a year 4 pupil stated, "I love geography, I learn where everything is, I would be lost without it."

A growing number of children are able to discuss what it means to be a 'geographer', during a pupil voice that was carried out, a year 3 pupil said, "a geographer is someone who learns about countries, weather cycles and continents."

2. Assessment

Assessment for learning:

- At the start of units, children complete a KWL grid. This is then edited and added to as the unit progresses.

Assessment of Learning:

- Children receive feedback in their books, through written feedback, as per our Marking and Feedback Policy (appendix 1).
- Teachers annotate their planning, at the end of each lesson and assesses which children were WTS, EXS and GDS for each lesson. This is copied for the subject leader to analyse, each half-term.
- Teachers use the KWL grids to assess what the children have learnt during the unit.

3. Planning and Resources

We use a collaboration of the National Curriculum 2014 and the Rainbow Continuum to plan our curriculum in geography. Learning objectives are set by the subject leader, and class teachers then use their own skills and knowledge to plan lessons that achieve these objectives.

We also plan our geography units around each year groups current text from the Power of Reading.

We have central storage of geography resources and teachers indicate, on their short- term planning, which resources will be used for each lesson.

4. Teaching and Learning in the Early Years Foundation Stage (EYFS)

In EYFS, geography is taught through the Understanding the World strand. Teaching and learning takes place in a variety of ways:

- First-hand teaching.
- Activities set up for children to access during independent learning time and adult directed activities.
- Child initiated play, such as a personal interest that a child chooses to incorporate into their play.
- Incidental learning, such as a child wants to talk about a holiday that they have been on.
- Trips in the local community and environment.

5. Teaching and Learning- Key Stage One and Key Stage Two

Geography is taught in half-termly blocks and alternates with history. In some topics, history and geography are taught in collaboration, in the same half term.

Geography is taught as a stand-alone lesson and is taught for at least one hour per week. During this time, teachers make it clear to children that it is a geography lesson and for this time they will become 'geographers'.

As our curriculum is underpinned by a half-termly text, and the topic is centred round either geography or history; geography also weaves through other areas of the curriculum. Children are given lots of opportunities to use and apply their geographical skills and knowledge, especially through English lessons.

Children are also given opportunities to explore the local community and environment.

6. Gifted and Talented Pupils

Pupils may be gifted in a specific area of geography or gifted in all areas of the subject. Teachers make assessments at the end of every lesson and this informs future planning and may identify a child who is particularly gifted. We ensure that they can thrive by giving close attention to the needs of individual pupils through differentiation and careful monitoring of progress. We develop gifted children by encouraging them to think for themselves, developing independence and autonomy and supporting them in using their initiative. By linking geography with other key areas of the curriculum, such as English, children are able to achieve a greater level of depth and use higher order thinking skills.

7. SMSC

Spiritual:

There are many ways in which geography can contribute towards spiritual development, the study of real people in real places, and of our relationship with the environment.

As such, there are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others.

Moral:

Most geographical issues have a moral dimension. Environmental relationships provide a wealth of opportunities for distinguishing a moral dimension. For example, in Year 6, during their topic on Amazing Americas, the children debate and consider each other's ideas regarding deforestation of the rainforest for palm oil. In Year 4, the children read a book called 'One Plastic Bag', during this topic the children are taught and reflect on how people can both improve and damage the environment.

Social:

Children are given many opportunities to work with their peers through activities in the geography classroom. Children take part in pair work, group work, role-play and geographical games, which foster good social behaviour and self - discipline. Through fieldwork, geography makes a distinctive contribution to social development. In year 4, children prepare questionnaires to investigate people's views on an environmental issue. The children then discuss and listen to the views of their peers and investigate what they can change.

Cultural:

Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the human and physical geography of Rugby, and why it is like that, and contrast where they live with more distant localities. When Year 2 read 'Grace and Family', their geography topic focusses on comparing the United Kingdom with Ghana.

8. The Role of the Subject Leader

The main role of the geography subject leader is to develop, promote and enhance an interest and understanding of the subject in both children and staff.

The subject leader will:

- Promote geography through high-quality displays around the school.
- Support Continuous Professional Development (CPD) for all teaching staff.
- Carry out learning walks and lesson observations and work with teaching staff to identify strengths and weaknesses.
- Carry out monitoring of children's books.
- Monitor progress through teacher's annotated planning.
- Organise, audit and purchase geography resources.
- Attend network meetings with geography leaders from other schools, within the Stowe Valley Multi Academy Trust.

9. Parents/ Carers

We aim to involve our parents and carers in many different parts of school life. We involve our parents and carers in geography by:

- Each half-term, parents are invited into school to take part in a cross-curricular shared learning event, with their child.
- An annual report is sent home, indicating current attainment and progress in geography.
- Parents evenings are held twice a year and give parents/carers the opportunity to discuss their child's progress.
- Parents/Carers can communicate with their child's teacher on Class Dojo or in Communication Books, if they need any support with their child's learning in geography.

10. Safeguarding in Geography

During geography lessons, we learn about other cultures and the different customs and ways in which people live. By learning about other cultures and ways in which people live, children are able to appreciate and understand how we are different, which can also support children in demonstrating respect towards others. Children also feel safer knowing that others understand, acknowledge, and appreciate their culture and customs.

11. Supporting Children with SEND (Special Educational Needs and Disabilities) in Geography

Our foundation subject curriculum is underpinned by the class text, so children are given lots of time and opportunities to 'immerse' themselves in their current topic. This supports our children with SEN as they are given lots of opportunities to revisit the same concepts, through English and across the foundation subjects. By revisiting the same concepts and ideas, children with SEN are given time to really take in and understand an idea.

Our geography curriculum is carefully sequenced to ensure that progression is possible for all groups of children. Teachers plan for lots of 'hands on' activities. We do not rely on scripted tasks that involve lots of reading and writing. Through 'hands on' and practical tasks, children with SEN are able to access learning at a level that is achievable for them.

Through flexible grouping, children with SEN are still able to access the curriculum. We recognise at Rokeby that children with SEN can excel in different areas within a subject, so we always ensure that through assessment for learning, the concept they are working on is appropriate for each individual need. For example, a child with SEN may not understand the process of erosion and deposition in rocks, but they may have interest and great knowledge in map skills.