

## **Geography at Byfield School:**

### **What is Geography? What is a Geographer?**

'Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time. Physical geography is the study of Earth's seasons, climate, atmosphere, soil, streams, landforms, and oceans. Human geography is the study of the distribution of networks of people and cultures on Earth's surface.' (National Geographic)

We cover the full national curriculum for Geography and use national curriculum statements to ensure we cover a broad and balanced curriculum.

We teach the children of Byfield School to be a Geographer by investigating places, investigate patterns and communicate their findings.

### **Children at Byfield are Geographers because they Investigate Places,**

- Children investigate through maps, digital resources and statistics to find out about Byfield, Northamptonshire, the UK, Europe and the rest of the world.
- Through Fieldwork children investigate, observe measure and record human and physical features of the local area.
- Children investigate the natural physical features of these places – such as the terrain, climate and topographical features and compare this to Byfield.
- Children investigate the human features of a place to find out how the physical features change how people live and how people have changed the natural environment.
- Children learn names of major cities, countries, continents, oceans, rivers, mountain ranges and regions and learn to locate them on a map.

### **Children at Byfield are Geographers because they Investigate Patterns**

- Understand the reasons places are different or similar and describe these difference and similarities.
- Describe how locations around the world are changing and some of the reasons for these changes.
- Describe how countries and regions are interconnected and independent.

### **Children at Byfield are Geographers because they Communicate their Findings.**

- Describe the physical and human geography of different places.
- Describe and understand key vocabulary associated with human and physical geography
- Use Ordinance Survey maps and symbols, as well as compass points.

Below are the tables of progression. We use these to design learning, assess children are in the correct place and ensure there is full coverage of the Geography Curriculum.

Essential Skills	Intent Early Years	Intent Year 1 and 2	Intent Year 3 and 4	Intent Year 5 and 6
<b>Investigating Places</b>	<ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions.</li> <li>• Identify key features of a location to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> <li>• Use aerial images and plan perspectives to recognize landmarks and basic physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital mapping to locate countries, major cities and describe features</li> <li>• Use fieldwork to observe and record the human and physical features in the local area.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate countries and major cities of the UK and Europe.</li> <li>• Explain how land use in areas of the UK has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations (such as weather charts, infant mortality etc.)</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources (For example Maps, globes, digital resources) to give detailed descriptions and opinions of the characteristic features of a location</li> <li>• Use fieldwork to observe, <b>measure</b>, record and <b>present</b> the human and physical features in the local area.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps).</li> <li>• Name and locate major counties and cities within United Kingdom, Europe <b>and the World</b></li> <li>• Locate geographical regions of the United Kingdom, such as national parks, and topographical features, including hills, mountains coasts and rivers)</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> </ul>

<p style="text-align: center;"><b>Investigating Patterns</b></p>	<ul style="list-style-type: none"> <li>• . They answer 'how' and 'why' questions about their experiences</li> <li>• They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and an area of the world which is extremely different (for example desert, polar ice cap, mountain range)</li> <li>• Identify how climate changes in different regions of the globe: by the equator, Northern and Southern Hemisphere, Arctic and Antarctic Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some of the <b>reasons</b> for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Identify the position and significance of the tropics of Cancer and Capricorn, latitude, longitude, the Greenwich Meridian and Time zones (As well as from y3/4: equator, Northern and Southern Hemispheres, Arctic and Antarctic Circles,</li> <li>• Describe how countries and geographical regions are interconnected and independent.</li> </ul>
<p style="text-align: center;"><b>Communicating</b></p>	<ul style="list-style-type: none"> <li>• Children respond to what they hear with relevant comments, questions or actions.</li> <li>• They answer 'how' and 'why' questions about their experiences and in response to events.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> <li>• Use compass directions and locational language to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of physical and human geography.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Ordnance Survey symbols to communicate understanding of location.</li> <li>• Describe and understand key aspects of human and physical geography.</li> </ul>

## How do we cater for children who are more able in geography?

What We Believe	Provision
<p>The characteristics of a More able pupil:</p> <ul style="list-style-type: none"> <li>• Have a secure subject knowledge and can recall it quickly</li> <li>• They work systematically,</li> <li>• They are able to come up with their own solutions to problems, and use their knowledge to think creatively</li> <li>• Are able to work with a wide range of children being good leaders or team members</li> <li>• Are able to apply that subject knowledge in a range of different contexts</li> <li>• Are able to communicate their understanding efficiently.</li> <li>• Are able to use reasoning skills (not just in maths but across every subject) to construct sound explanations and arguments based on secure subject knowledge</li> <li>• Are able to analyse, evaluate and create (Blooms Taxonomy) drawing from good subject knowledge.</li> <li>• Children are able to self-check, identify mistakes more independently and edit and improve their work.</li> <li>• Use Enquiry skills</li> </ul>	<p>Teachers assess children’s knowledge and vocabulary– and ensure this knowledge is complete and quick.</p> <p>Challenges designed to reason, explain, evaluate, problem solve and create.</p> <p>Opportunities are built in for them to work with other more able children, but also in mixed ability groups.</p> <p>Challenges are designed so that they are more open ended – to encourage creative solutions and systematic working.</p> <p>Teachers adapt their marking to provide additional challenge through giving the children opportunities for reasoning, evaluation, editing and communicating their learning.</p>
<p><b>Opportunities for More Able</b></p> <p>More able children need opportunities show they have a deeper level of understanding.</p> <p>Blooms Taxonomy states the higher level thinking is through analysing, (breaking down information into component parts), Evaluating (judging the value of information or ideas) and Creating (combining parts to make a new whole)</p> <p>More able children should have the opportunity to communicate, present and produce work for an audience.</p>	<p>Children have open-ended tasks which they are expected to analyse, evaluate or create.</p> <p>Opportunities are built in so children that are more able produce work for a specific audience – for example producing letters, presentations or displays to communicate their knowledge.</p> <p>Children take part in inter-house competitions for geography – using the above skills.</p> <p>Children take part in field trips (locally) each year, so they have the opportunity to apply their skills.</p>

## How do we cater for SEND in Geography?

What we Know / What we believe	Provision
At Byfield we believe the importance of maintaining an inclusive learning environment	SEND children still have 100% access to geography lessons – they are not removed for interventions unless there are specific interventions which are assessed to address a crucial learning need which would prevent them from leading a successful and rewarding life.
Some children may need differentiated adaptations to be made – so they can access the same learning.	Teachers adapt and design learning so that it means children can access the next step of learning. This means teachers design activities, which still meet the learning intention by differentiating lessons by responding to learners needs through planning different levels of expectations, activities, level of support, resources, time limits, challenge, peer support or adult support. Teachers also adapt lessons so children with disabilities can access the same learning intentions.
Geography is a vocabulary-rich and vocabulary dependant subject – SEND children who struggle with spelling or retaining vocabulary need extra support.	Key vocabulary is explicitly taught – with time for consolidation. Key words are explained with examples, images, videos and use of other strategies to ensure they are memorable. Word banks are used to help with key vocabulary and the spellings.
Geography requires knowledge to be 'sticky' – children need to remember learning to build on knowledge from one lesson to the next. – SEND children who struggle with memory retention will need extra support and experiences to link knowledge to.	Learning starts with an 'experience' which gives children something to attach all learning to (this may be a trip, watching a video, conducting an experiment, a re-enacting something through drama) Lessons are planned so they are progressive, and knowledge from one lesson is built upon in the next. Strategies are used to ensure key facts and knowledge is retained from on lesson to the next – for example teacher questioning on previous learning, quizzes, consolidation activities, or class discussions.

## Assessment

What we Know / What we believe	Provision
<b>Formative</b> – Activities need to happen before teacher's plan a unit in order for teacher's to plan their learning. In order to teach children what they don't know – we need to know what they do know. For Geography it is essential that children know correct vocabulary in order to understand geographical concepts.	Teachers use a range of strategies to establish what children know before beginning a unit. This may include: teacher questioning, class discussions, mind-maps, KWI grids, concept cartoons, Vocabulary will be up in classrooms a few days before lessons take place, and discussions will happen so that every child has an understanding of what this key vocab means.
<b>Summative</b> – Teachers need to be sure that children have covered the full national curriculum and they extent of the knowledge they have in each area.	At the end of each lesson teachers tick the TILT (today I am learning to) 1, 2 or 3 times. 1 means children need more practice, 2 mean they understand, 3 means they have a deep understanding of that learning intent. Teachers assess the children at the end of each unit. They highlight all the skills in the progression documents above which have been covered – this guarantees we have full coverage and assess the children as working deeper than national curriculum,

	met the national curriculum, working towards the national curriculum or beginning the national curriculum for their age.
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### Pedagogical Approach – Inspire, Challenge, Succeed

What we Know / What we believe	Provision
<p><b>Inspire:</b> Children learn best when they are engaged, interested and enthusiastic around their learning. If children are to learn, they need something to ‘stick’ this learning to.</p>	<p>Units will start with an ‘inspire’ launch – which is there to engage pupils, stimulate questions and discussions, and give them an experience to ‘stick’ their learning to. This inspire launch could be: a trip or visit, walk around the school or local area, watching a film, use of news/current events, experiment, survey, quiz, drama/role-play, looking at resources, group work challenges, etc.</p>
<p><b>Challenge:</b> Once children are secure in the understanding of the knowledge, and have chance to learn or improve their skills, they need to ensure this learning is embedded by applying it to a real work situation. Children learn vital skills which they will need to lead happy and independent lives through challenges – “We must accept life for what it actually is - a challenge without which we should never know of what stuff we are made, or grow to our full stature.” Robert Louis Stevenson.</p>	<p>Once the base learning of knowledge and skills are in place, children need to apply this learning through a challenge. A challenge (noun) is a new task that checks someone’s ability and skill. The theme of rising and responding to challenge is important for children. The purpose It is through setting ‘challenges’ that children learn many of our core values: Respectful, Responsible, Determined, Caring, Fair, Courageous. These challenges can take part in lots of different ways: Individual learning challenges in lessons, partner/pair challenges, house group challenges, team challenges, challenges for next steps of learning, homework menus – where children choose their own challenges to complete</p>
<p><b>Succeed:</b> Children need the skills of presenting and explain. Children need the pride, confidence and self-esteem which comes with ‘showing-off’ their work. Children need the skills of producing and creating work for a specific audience (creating being one of the higher-order skills of blooms taxonomy, which shows a deeper level of learning and understanding.)</p>	<p>The final step of our learning process is celebrating the success with others – sharing our knowledge and what we have learnt with a closing experience. This helps give a reason for learning, and audience and a purpose. This could be in many forms: house group competition, invite Parents in for sharing afternoon, create a presentation, quiz, share to another class, produce an assembly, create a display.</p>

## SMSC

What we Know / What we believe	Provision
<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning willingness to reflect on their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about how they are different to others in the school, their community, in Britain and around the world.</li> <li>• They reflect on their own life and interests and learn how other people live in different ways in different places.</li> <li>• They learn about the world about them</li> <li>• They learn about other people's feelings about the place where they live and the way the place has changed.</li> </ul> <p><b>Examples of Spiritual Education through Geography at Byfield School:</b></p> <ul style="list-style-type: none"> <li>• In the unit Britain from the Air (Year 3-4) children learn about how and why people preserve places of special interest – including Britains National Parks – they think about locations which are important to them.</li> </ul>
<p><b>Cultural (Including Cultural Capital)</b></p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</li> <li>• understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about how people live differently in different places.</li> <li>• They learn about landmarks in Byfield, Northamptonshire and The United Kingdom, and how they linked to their and the National Heritage.</li> <li>• They learn about different cultures and customs coming to Britain and celebrate the diversity which they offer to their lives</li> <li>• They learn about human geography, and how different countries and political systems effect the daily lives of the people who live there.</li> <li>• They learn about how different places can depend on eachother, and how global trade and transport enriches the lives of people in Byfield.</li> </ul> <p><b>Examples of Cultural Education through Geography at Byfield School:</b></p> <ul style="list-style-type: none"> <li>• Byfield School has a linked Charity – Dominic Commnity Foundation, who set up a school in Uganda in 2019. Children have been working with the Charity Founders and Trustees, learn about life in Uganda, and have seen children in Uganda wearing T-shirts and Shoes which they have donated.</li> <li>• In the year 1-2 unit, Indian Spice, children compare the cultures in United Kingdon to Cultures in India. They celebrate how Indian Culture has influenced and Shaped elements of British Culture.</li> </ul>

<p><b>Social (Including British Values)</b></p> <ul style="list-style-type: none"> <li>• use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>• willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Children enjoy learning about oneself, others in their local community, British People and the the lives of people who live elsewhere in the world.</li> <li>• Children work in partners and teams, and use a range of social skills in different contexts.</li> <li>• Children learn about the daily lives of people who live in Britain and learn about British and how British Values underpin how society works.</li> </ul> <p><b>Examples of Social Education through Geography at Byfield School:</b></p> <ul style="list-style-type: none"> <li>• In the Year 5-6 unit , Disaster, learn to think and empathise with others when thinking about the impact of natural disasters on communities.</li> <li>• In units across the school, children work together collaboratively in many lessons, and in many units, children communicate their findings to others and showcase their learning at celebration events.</li> </ul>
<p><b>Moral</b></p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>• understanding of the consequences of their behaviour and actions</li> <li>• interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Children enjoy learning about oneself, others in their local community, British People and the lives of people who live elsewhere in the world.</li> <li>• They learn about how people can change places, and how places can affect the way in which people live there. They think about the consequences for human's behaviour and actions upon the environment.</li> </ul> <p><b>Examples of Moral Education through Geography at Byfield School:</b></p> <ul style="list-style-type: none"> <li>• In the Year 5-6 Unit, Walls and Barricades, children look at significant boards and walls, Mexico/USA, Berline Wall, Great Wall of China, and The Apartheid regime in South Africa.</li> </ul>