



## **Geography – Delph Side Community Primary School**

To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace** learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

### **Intent**

At Delph Side Community Primary School, we aim to provide creative high-quality Geography lessons to inspire and motivate our children to prepare them for their next stage of life.

Our Geography curriculum provides children with opportunities to develop their locational knowledge and develop an awareness of key contributing socio-economic factors which influence how the geography of our planet is ever-changing. Our curriculum aims to progress the children's understanding of their place in the world, how settlements come to be and how they have developed and influenced life further afield.

By the age of 11, the children will know how to evaluate a range of geographical evidence and utilise a range of maps of varying complexity. Children will have a broad understanding and appreciation of people, places and their diversity, along with a working knowledge of key physical processes and human influences. Children will understand the physical and human characteristics of their own locality and how our location fits into British and global geography. Children will also have a deeper understanding of contrasting geographical areas, and how they compare to our own, and how location shapes lifestyles in both areas.

The skills they will obtain are applied to their other curriculum topics, allowing children to use their geographical skills and understanding to reflect on and explore topics in greater detail; for example, by evaluating the human impact on natural resources, enhancing their mathematical and computational skills, and developing empathy and understanding of human struggle in affected areas - developing their personal, social and emotional skills.

At Delph Side, it is paramount that our geographical teaching and children's learning is purposeful and relevant to our community. For this reason, KS2 classes will study aspects of rivers, coasts and mountains within the UK, with an emphasis on proximity to our local area – giving children a deep understanding of physical features nearby. In contrast, KS2 classes will study rivers, coasts and mountains located in their year group-specific topic area.

### **Implementation**

As part of this planning process, Subject leaders and teachers will plan the following for in preparation of teaching the lessons:

- Geography Curriculum Map and Progression of skills. This outlines knowledge and skills (including vocabulary) all children must master.
- A series of lessons, which carefully plans for progression and depth.
- End of topic quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory.
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Enrichment opportunities to enhance the learning experience.
- Displaying and celebrating the pupils' geographical enquiry in their class, around school and in the wider community.
- Themed Geography days and History weeks to focus learning through key dates, national/ global awareness days and in response to current affairs.

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## Impact

Our Geography Curriculum has been well-structured and sequenced to demonstrate progression of skills, whilst building outwards from children's prerequisite knowledge of home and community, into the geographical context of the wider world. Children will have a deep understanding of how their local history and settlement growth has influenced the human and physical geography of the area today. Children will know about physical and human comparisons and will recall examples from previous learning. Children will be able to communicate their geographical knowledge through a range of modern responses, and will communicate to a variety of audiences. Children will also experience hands-on learning in our Forest Schools outdoor provision area, and will explore fieldwork opportunities using our school field and at Beacon Country Park. This will result in children demonstrating independence and competence when working outdoors and when working as part of a team.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on skills achieved against the planned outcomes.
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work. (PAQ)
- Learning Walks
- Book Monitoring
- Staff Attitudinal Questionnaire.
- Reviewing social media platforms and parental engagement in response to our planned enrichment activities.

## **Introduction:**

Geography raises and answers questions about the human and natural worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom. As pupils encounter the studies of different societies and cultures, they begin to recognise how nations rely upon one another, which can inspire them to think about their rights and responsibilities to other environments.

## **Key Aim of Geography:**

To develop children's spatial awareness through a growing range of enquiry skills, knowledge and understanding of places and of the natural and man-made environments.

## **Objectives:**

To be able to extend children's awareness of and develop their interest in their surroundings, leading to the identification and exploration of features of the local environment.

To develop a wide range of skills and competences that are required for geographical enquiry and which are also applicable to other situations.

To become acquainted with a variety of maps, including large-scale maps of their own neighbourhood, available in paper format and those available to them interactively, such as Google Maps, 'Digimaps' and Google Earth on the iPads.

To be able to apply simple techniques of map reading and interpretation.

To help pupils to act more effectively in their environment as individuals and as members of society.

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## **Learning Across the National Curriculum:**

The National Curriculum, which has been newly implemented in 2014, promotes learning across the curriculum in a variety of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of Geography, through our newly developed Delph Side Curriculum can contribute effectively to our children's whole child development and learning.

## **Delivering the Geography Curriculum:**

### **Foundation Stage:**

Geography is delivered to the Nursery and Reception pupils within the Knowledge and Understanding of the World Area of Learning through a cross curricular topic based approach at various points throughout the academic year.

### **Key Stages 1 & 2:**

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At Delph Side we continue the teaching of Foundation Subjects, including Geography, as a creative, cross curricular approach throughout the year. We base our teaching on the use of National Curriculum Programmes of Study and the development of Geographical skills.

## Teaching Approaches:

A variety of teaching approaches are presented to children throughout their Geography lessons. These include:

- A) Teacher guided sessions, where information is provided.
- B) Mixed ability groups where children discuss problems in small groups.
- C) Class discussions lessons.
- D) The use of differentiation, allowing children of differing abilities to work at their appropriate pace and level.
- E) The use of audio-visual aids in presenting material to the children, such as DVD's I Pads/and/or the internet
- F) The use of field work where possible so that children gain first hand experience of local and contrasting locations.
- G) The integrated use of ICT within the lessons.
- H) The use of outside speakers with relevant experience.
- I) A range of cross curricular writing opportunities.

## Curriculum:

At Delph Side we are pleased to have developed our own bespoke Curriculum which incorporates all the statutory teaching and learning implemented in the curriculum. It is a theme based learning approach, across the curriculum, includes a skills based learning for each year group and is an exciting and purposeful way of ensuring our children at Delph Side are obtaining a Curriculum that is enjoyable, interesting and fulfils all the statutory guidelines. The subject leader will review the impact of the Geography curriculum.

Pupils work is marked using the green and pink marking policy that we follow at Delph Side using appropriate reference to the learning objective and the 'next steps' children need to follow to continue to improve.

Curriculum leaders are responsible for monitoring the progress of the teaching of Geography and, during a focus week and throughout other points in the year, collect samples of the children's work, scrutinise the work and review and re-write the action plan. Class teachers complete half termly assessments on Otrack against age related expectations, grading children as 'Working towards', 'Working at' or 'Working at a greater depth' standard. This monitoring and evidence provides accurate data as an overview of the teaching of Geography at Delph Side.

From the data, the subject leader is able to write an Annual Report to Governors, considering all contributing factors to a child's development and presenting the data accordingly.

Foundation Stage reporting appears within the Knowledge and Understanding of the World and is recorded throughout the Nursery and Reception years.

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## **Enrichment:**

The subject leader identifies needs from data and observations and develops opportunities to incorporate enrichment activities and off-site visits within the academic year to support our bespoke curriculum.

## **Inclusion and the Geography Curriculum:**

Teachers take account of the three principles of inclusion that are set out in the National Curriculum through:

Setting suitable learning challenges

Responding to the diverse learning needs of pupils

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Fieldwork:**

This is a vital ingredient of the Geography curriculum. Where possible children are provided with opportunities to study and develop geographical skills in the outside environment.

## **Equal Opportunities:**

Children, irrespective of ability, race or gender, are given full access to the Geography Curriculum. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

**Policy updated: Spring 2017**

**To be reviewed : Spring 2019**