Teaching Geography at Dove Bank

Subject Statement

Studying geography is so important for children, regardless of their age or stage of learning. Geography helps them to make sense of the world around them and piques their curiosity in places and people. Done well, it engages pupils in their world, often spurring them into action, and is fun!
(Ian Freeland, HMI, Ofsted's subject lead for Geography)

At Dove Bank Primary School, we know that Geography is an essential part of the curriculum where pupils can become engaged and develop key skills. Geography is an exciting, relevant subject which can be seen in action in our daily lives. There are many cross-curricular links to ensure that pupils are able to see the subject in context to themselves, the lives of the community around them and the wider world, developing their ideas of global citizenship.

Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their area and compare their life in this locality to other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human Geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Subject Leader & Expert Teachers

Within school, we have a wealth of knowledge and experience in relation to Geography. Details of our expert teachers and staff are outlined below:

- Sally Dakin - Sally studied Geography at A Level and still talks passionately about the subject now.
- Gill Bowler – Gill studied Geography at degree level, and has a very strong passion for the subject. She loves learning outdoors.
- Vicky Harley - as the current Geography Subject Leader, Vicky has worked with staff to sequence the Geography curriculum from early years to key stage 2. She has used the national curriculum to ensure that we have complete coverage, in a sequence and style to fit the needs of our pupils.

Curriculum Organisation

In early years, we provide children with the building block for our Geography Curriculum. Ensuring that children understand the here and now, the physical world around them and their community underpin all future geographical knowledge and skills. Providing children with the chance to learn about life in other countries, and how this compares and differs to our own lives, creates an understanding of the wider world and our place within it.

In key stage 1, children begin to learn about their local area and school. To support the development of the children's' self-identify, we know that it is essential for them to explore their local area, including their school grounds. It is fundamental that children have a solid understanding of their local area, local people and physical and human features before building on this and studying areas further afield. Children explore the different weather patterns that we experience, which links into Year 2 where children look at a hot and cold place study (Kenya) and compare this to where we live.

As children progress through to lower key stage 2, they study volcanoes, earthquakes, rainforests and land use in Year 3. Studying earthquakes and volcanoes in the Autumn Term of Year 3 ensures that children have the essential knowledge of the Earth's build up. This underpins the children's learning all the way through Key Stage 2, allowing them to discuss and explore the development of different areas and why.

In Year 4, children take a deeper look at London. Children will already have some prior knowledge of London from their History study of The Great Fire of London in Year 2, meaning that children can delve deeper into the physical and human features of the city, settlements and land use with a good starting point. Year 4 also looks at rivers and the water cycle, which shows cross curricular links to Science. In the Summer term of Year 4, children look at their first European City study of Paris. Having recently studied London, children will make comparisons between the two; encouraging geographic enquiry and discussion. This also lays the foundations for their

In Year 5, the children will firstly further develop their understanding of Europe by looking at Eastern Europe, this shows progression by studying areas that are further away and cover several countries. This also links with children from our school that have family links with a number of these countries. The unit on mapping will further develop their understanding of more complex mapping skills such as six figure grid references.

Year 6 build on their knowledge of Europe to study worldwide Geography, including that of a contrasting locality. Their study of trading and economics builds on previous concepts taught in Year 4 and Year 5, allowing the children to further develop their geographical skills.

Vocabulary and oracy

We value the importance of vocabulary, and we expose our pupils to ambitious and challenging vocabulary as they progress through our Geography curriculum. At Dove Bank, we ensure that the geographical vocabulary that children are exposed to is progressive and built upon as our children progress through our tailored curriculum, and our ambition is to shape our budding geographers of the future. Our long-term plans specify vocabulary that should be taught and used confidently within that area of learning, but this is not an exhaustive list. Key vocabulary is displayed on our Geography wall in the classroom and also specified on our knowledge organisers. Children are expected to use taught vocabulary in their lessons.

Geography in the Early Years

In our Early Years, Geography learning is evident through 'Understanding the World'. We know this area is essential to guide children to make sense of their physical world and their community. We use

the children's interests to guide our learning, alongside our Early Years Curriculum. Our children come from a wide range of backgrounds and have a range of experiences, and we use this to create a starting point for our learning. We give children a wealth of experiences whilst in our Early Years to prepare them for their Key Stage 1 units, and to increase their knowledge and sense of the world around them. Children are exposed to simple maps and relate this to their environment. We are very lucky to have large school grounds that provide a wealth of opportunities.

Skills, knowledge and vocabulary progression

We have identified 6 geographical skills; Map reading, Creating maps, Fieldwork, enquiry, Direction, and Comparing places and have broken them down further to assist teachers in creating strong geographers. A progression of skills document has been created that allows teachers to track back to previous year groups - both identifying the gaps and knowing the specific stepping stones building up that year groups specific skills. Key Stage 1 & 2 have a Geographical skills poster which outlines our Geographical skills, and what is needed to be a successful Geographer.

Subject specific vocabulary has been identified, and a list of vocabulary to be covered during each area of learning has been specified, although this list is by no means exhaustive and teachers should use their professional judgement to ensure that children are fully equipped with the vocabulary that they need to access their learning. Prior knowledge has been identified on our Geography long term plans, to ensure that teachers know their class's starting points and blocks to build upon.

Each Geography unit has clear objectives outlined by the Geography Subject Leader on the long-term plan. These should be used as a basis for the class teacher to plan their coverage, ensuring that these are taught as a non-negotiable. Teachers should use their professional judgement to teach further knowledge to their class if they deem appropriate.

Subject Specific info

Geography is taught for a total of three half terms throughout each year group. When a class's humanities focus is Geography, this is delivered for one hour per week.

We aim for, and encourage, each of our Geography units to be enriched by visitors or trips where possible. This will increase the hours allocated to our Geography curriculum.

Our Geography long term plans are available to staff on our school One Drive and Teams. Geography unit resources are kept in each classroom depending on what is being taught. We have access to Digi Maps, and teachers are encouraged to use this to further investigate current maps. We have a selection of atlases available in school, in a central location (in our photocopier room).

We have access to the Cheshire Library Service, where staff are expected to request books (both fiction and non-fiction) relating to their unit. We also have access to the Geographical Association, where there are lots of resources, activities and suggested lesson plans that can be accessed by staff – staff should contact the Geography Subject Leader if they require further assistance or a log in.

If staff need any further support or resources to allow them to teach their Geography curriculum, they should contact the Geography Subject Leader in the first instance.

Knowledge organisers are used to support our Geography Curriculum. Our Geography knowledge organisers include key vocabulary and definitions, sticky facts, previously taught knowledge to aid recall (in the form of Fluent in 5), suggested beyond the classroom learning opportunities, and relevant eye-catching images.

Knowledge organisers are used regularly within lessons to develop the pupils recall and knowledge. Pupils should use the knowledge organisers to recall sticky facts and key vocabulary and be encouraged to refer to these as much as possible.

Assessment

It is expected that all Geography work is marked in line with the school's marking policy, and there are at least 3 responding to marking activities (green, orange or red) visible in books per half term.

Geography is assessed termly, with formative assessments impacting the next steps of learning where appropriate. Class teachers assess the pupils in their class, using the work completed in class, on a termly basis (or at the end of a taught unit). Teachers use the class's Foundation Assessment folder to identify and note children who have not met specific objectives, or whose who are working above. Teachers will assume that all objectives have been covered within each unit, unless otherwise stated. This Foundation Assessment folder is passed through school with the class to ensure provision can be made to close any identified gaps, and to ensure that assessment is ongoing.

Children complete a final assessment piece at the end of each unit. This can take many forms, for example, a letter in role, a diary in role, a newspaper article, a true or false activity, a test.

To assess the children's long and short-term memory, the children complete a five-minute, initial starter activity that we call 'Fluent in Five' at the start of each Geography lesson. This should include a variety of questions (no more than 4) from units studied during that year, and previous years. This activity can be done in a range of different ways (i.e. Cloze procedure activities, true or false, write as many facts as possible that you can remember about The Stone Age). This can be completed orally or recorded in books, depending on the task.

Geography across the Curriculum

Vocabulary and oracy are being embedded across the curriculum. Pupils are taught key vocabulary throughout units of work and are given the opportunity to orally rehearse new vocabulary in context. Pupils have access to quality texts, in all subjects, which are changed often through our education library service subscription.

When planning our curriculum overview, we have made appropriate links. For example, where Year 4 study rivers and the water cycle, they look at states of matter in Science. We also make appropriate links to our quality English texts.

In Geography lessons, children are exposed to a range of sources, some of which are written pieces.

Extra-Curricular Activities

In the Autumn Term, the Geography Leader runs an 'Around the World' after school club for Key Stage 1 pupils. Children explore different countries around the world to help capture their geographical interest.

In Year 4 and Year 6, children will participate in residential trips that involve fieldwork, such as orienteering, map work, and exploration of habitats including identification keys. These opportunities provide chances for children to become immersed as geographers.

SMSC

Spiritual	Our Geography curriculum enables Children's' spiritual development by encouraging a sense of wonder and excitement about the human and physical world around them through the teaching of knowledge and fieldwork. We aim to foster an understanding of how all life is linked together, whether that be from human activity (e.g. trading, economics, land use) or physical occurrences (e.g. volcanic eruptions and earthquakes). Pupils will learn that all life is interlinked and impacts upon our Earth. Geography is about studying people and places, and their relationship with the environment. We encourage pupils to reflect upon their own values and beliefs, and those of others.
Moral	Through our Geography teaching, pupils will consider moral issues by looking at decisions made by humans, and the consequences of these. For example, pupils will consider life in different places (i.e. towns, villages, and cities) and the impact that this has on other living things. Pupils will consider different viewpoints, and debate their ideas (for example, the effects of deforestation on different stakeholders). We consider the moral issues related to the demand and supply of goods, how importing and trading goods can have wider impacts, and ways that we can help to manage Global Warming. We encourage children to develop their own attitudes and values in relation to the topics that we study.
Social	Social issues are common themes, and often explored in Geography. Children will discuss issues that affect many people, for example, Global Warming, and we consider how we can individually and collectively make a difference. Pupils will develop a degree of self-discipline and rely on collaboration to ensure successful learning. We use debates to develop citizenship, respect and tolerance of others' views.
Cultural	Throughout our Geography curriculum, pupils will learn about different groups of people. They will consider how different groups of people have different views and beliefs, and how this may impact their environment. Children look at different places, which develops their understanding of the world as a global community. At the centre of our school, we share our travel experiences and family links around the world by identifying these on a map. We understand the importance of place knowledge, understanding the features of characteristics of our local area, and how/why some people travel and live in different places.
Student Well-Being	Fostering a curiosity and fascination of the world in young pupils is something that we believe should remain with them for the rest of their lives. Spending times outdoors and appreciating the natural world around us can have a positive impact on our mental health and wellbeing. Having a good understanding of who we are, where we've come from, and where we may go in the future will, hopefully, give pupils a sense of confidence and security.