******Geography at GCA**

Believe

And

Achieve

**Intent:**

* We aspire for children to develop a curiosity and fascination about the world and the people who live there which will stay with them on their lifelong learning journey.
* Children will develop a sense of identity and heritage by placing themselves within in their locality investigating Letchworth and the Jackman’s estate to discover what makes their locality unique and special. Learning about the wider world will install an ambition to visit places beyond their locality.
* Children will develop a deepening knowledge and understanding of diverse people, places, resources and human and natural environments, together with a broad understanding of the Earth’s key physical and human processes.
* Children will develop a broad knowledge base of where places are and what they are like, both in Britain and the wider world developing their fieldwork and map skills accordingly.
* Children will develop an increasing use of geographical vocabulary; they will know more, understand more and remember more about aspects of geography.
* Children will increase their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.
* Children will increase their skills in geographical enquiry and ability to apply questioning skills and express well-balanced opinions using effective presentation techniques to explain their findings whilst listening respectfully to their peers’ opinions.
* Children will develop an interest in current issues in society and the environment which affect them and their peers developing this interest outside of the classroom.

**Implementation:**

* Geography will be taught for one hour a week. Geography units of study are clearly mapped out on the whole school curriculum maps and medium term plans for each year group. Learning is recorded in topic books.
* A range of pedagogical approaches will be used when teaching geography including; inquiry based, outdoor learning, including fieldwork, teacher modelling of skills and techniques, pupil led learning and high expectations of children learning, working and talking like a geographer.
* All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Low stake quizzes at the start of the lesson will support children in knowing more and remembering more. Globes and atlases will be used to place learning in context of the world.
* Teachers will explicitly model the subject-specific vocabulary, knowledge and skills relevant to the learning to allow children to integrate new knowledge into larger concepts.
* Learning will be supported through the use of knowledge organisers which support the children in retaining new facts and vocabulary in their long term memory. The knowledge organisers are used for pre-teaching, to support home learning and for learning review.
* Children will have an access to a range of books, photographs, pictures and artefacts to explore and investigate the world around them. This will enhance children’s geographical knowledge, understanding and skills. Technology will be used for resources such as Google earth, ordnance survey maps, digital maps and contrasting localities Outdoor learning, namely fieldwork will take place in most lessons to develop geographical skills explicitly.
* Enrichment including trips to the school grounds, the local area, local environment such as ponds, rivers, forests, the National Trust will further enhance the children’s understanding of and interest in learning about the locality. Global learning will be developed with links with a contrasting locality further afield.

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| **Teaching sequence:**   * Big picture: placing of the geography being studied in   the context of previous learning. Brief review of learning covered in previous lesson   * Geographical enquiry- children ask questions and enquire about the place based on previous learning. Where is this place? What is it like? How and why is it changing? How does this place compare with other places? * Locational skills- locate place using maps, aerial photographs, internet, globes etc * Specify key vocabulary to be used and its meaning. * Application- outdoor learning where possible. Use Conduct historical enquiry using appropriate resources, including outdoor learning where possible to process map-reading skills, fieldwork, directional language based on learning. * Interpret findings * Communicate geographical knowledge and understanding * Apply their knowledge to the world around them locally and globally. What could/should this place be like in the future? How might it change? * Evaluate learning and compare with previous places taught where applicable. | |  | |  |  | |
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**Impact:**

* Our geography curriculum is planned thoroughly and coherently to demonstrate progression to ensure age related attainment at the end of each Key Stage. Upon completion of each unit of geography topic teachers will assess children against the progression of skills.
* Children will have developed an acquisition of geography skills as outlined in the National Curriculum.
* Pupil voice will show that children have an understanding of what geography is and how they have applied this knowledge in a given context.
* Children will confidently talk about what they have learnt in geography using subject specific vocabulary and show increasing confidence in using maps and locating places in the world.
* Children will understand the wider world and the implications it has on us as citizens and how geography happens in their locality which has implications for the local community.
* Children’s work will demonstrate that geography is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.
* Children will know more, understand more and remember more about geography.
* Children will show a growing desire to undertake their own research into an area of geography which interests them and talk about where they would like to visit in the world.
* Children will work collaboratively to solve problems in a real-life context.
* As geographers children will act as good citizens within their local community.