

INTENT

Those who study geography have a unique perspective — one that comes with the knowledge of many cultures and spatial awareness that is not often replicated in other disciplines. This mix of knowledge can help geographers come up with significant and unique solutions that others may not be able to see.

This is our ambition for all our children by the end of KS2.

We aim for all our children to develop a good understanding of...

- *Our planet, the environment and climate*
- *Connections between humans with spaces and places.*
- *How physical landscapes have shaped human history*
- *Relationships between cultures*
- *Globalisation*
- *Global Interdependence*
- *Respect for the world around them*
- *Skills required to be a good 'geographer': data, research, question, analyse, predict.*

Our ambition is for all our children to become a Global Citizen.

Global Citizens are conscious-minded of the world around them, understand others, and work towards making the entire globe a better place.

IMPLEMENTATION
STATUTORY COVERAGE

- ✓ Focused topic, linked with Music in the Spring term, with progressive skills forming the key element of planning.
- ✓ Additional units covered across the year making effective use of curricular links.

KNOWLEDGE, SKILLS & CONCEPTS

- ✓ Skills are practiced over a number of sessions to allow children to improve and embed skills over time.
- ✓ Key vocabulary and key facts are used at the beginning and end of each unit to show progress. They are referred to throughout the unit of learning to support children's development and deeper understanding. Children are encouraged to transfer their understanding to their work and use the key words in both written and oral work.
- ✓ Conceptual understanding is developed over time, with key learning identified for each concept.
- ✓ A range of speaking and listening skills are developed and embedded in geographical study.
 - Group discussion to generate ideas.
 - Talking through their thinking processes.
 - Discussing different interpretations of a source.
 - Justifying statements made.
 - Pair problem-solving.
 - Reciprocal teaching.
 - Evaluating their own learning.
 - Role play/drama.
- ✓ The importance of field work is highlighted in year group planning and assessments, with opportunities for the children to question, consider and discuss environmental issues.
- ✓ A focus on climate change and the impact of man's actions over time appear in a number of studies. This allows children to embed the issues a round climate change and develop a deeper understanding of the cause and consequence of events. Children are also encouraged to consider solutions to environmental problems.

- ✓ History and Geography are intrinsically linked. Children are given the opportunity through number of studies to consider the historical impact on the landscape at a local, national and global level: Westwood Country Park, history of Sheffield based on its rivers, Versuvius & Pompeii.

How does GEOGRAPHY support SMSC?

Spiritual Development

In Geography, we encourage spiritual development through providing opportunities for students to reflect upon the landscapes and environments we study within lessons: local landscapes, Peak & Blue John Caverns.

We encourage geographers to be curious about the world in which we live and to ask questions about future and past events: extreme geographical events.

Moral Development

Moral questions in Geography help to form a key part of Geographical Issues that are present within the world today. Children are supported and encouraged to ask moral questions, debating and considering the impact on the world: locally, nationally, globally.

Social Development

Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a regular basis such as the need to create a sustainable society. Through links with history, children consider the impact of social issues on the environment: Westwood Country Park, deforestation.

Cultural Development

Children learn about different cultures and consider how global interdependence affects cultures in different ways: rainforests, Ghana.

How does GEOGRAPHY support personal development?

By studying Geography, children can develop...

- A sense of social responsibility – care and respect for others and the environment.
- Practical skills that link to other curriculum areas: data collection, analysing, recording
- Interpersonal skills: communication, working with others to solve problems in real world settings.
- Intrapersonal skills: reflection, making links.
- A love of the outdoors and the world around them: mental health & well-being.

IMPACT

ASSESSMENT

HOW?

- Planning is based around an enquiry: three or four across each topic.
- Knowledge is developed during the initial stages of learning; followed by a formative assessment activity to allow children to use and explain their knowledge and understanding.
- Teachers then make judgements based on the children's work, as to what extent objectives have been met.
- End of term Tree House Challenges are used to give children the opportunity to revisit and remember key learning.

SO, WHAT?

- Formative assessments used to make adaptations to teaching and learning.
- At the end of the term and/or unit, summative assessments are recorded. This allows subject leaders to interrogate the data to ensure continued progress is made by all pupils; focusing on what the children have remembered, what they now know and what more they can do based on their knowledge.
- Teachers use the summative assessment to identify cohort gaps and support next on-going planning.
- Bi-annual **Deep Dives** – subject team: children's voice, children's work, data analysis, coverage. action planning, report/presentation to governors
- Bi-annual **light touch reviews** – subject leader & deputy; children's work, pupil voice, review of action plan.