**Rose Wood Academy**



Subject Statement for Geography

Contents

[**Curriculum Aims** 3](#_Toc71619241)

[**Subject Content and Organisation** 3](#_Toc71619242)

[**Embedding Knowledge** 4](#_Toc71619243)

[**Leadership Activities** 5](#_Toc71619244)

[**Assessment** 6](#_Toc71619245)

[**Appendices** 7](#_Toc71619246)

Key Knowledge Overview

Geography Matrices

Geography Vocabulary

Subject Statement for Geography

# **Curriculum Aims**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Rose Wood, we aim to achieve this whilst delivering the National Curriculum aims of:

Developing contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

Understanding the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

We also aim to deliver competency in the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

# **Subject Content and Organisation**

The Rose Wood geography curriculum is driven by key knowledge and skills. The knowledge and skills are organised in two ways – through our key knowledge overview and our geography matrix. The key knowledge overview contains the substantive knowledge that children are expected to know about the world as well as the specific procedural knowledge they need to achieve this. The geography matrix contains more generic geographical knowledge but also outlines the procedural knowledge/skills and concepts that the children need to be successful within the subject and outlines what the expectations are for the children to achieve at the appropriate level for their stage in learning. Maps are very important and are regularly used. Throughout their time in school, children will see maps that identify locations studied previously or will use maps to revisit prior knowledge by identifying locations previously studied. By elaborating on this locational knowledge or by using it as a comparison to new locations, children deepen their knowledge and understanding of the world.

Key Knowledge Overview

Our key knowledge overviews contain all the expectations from the geography national curriculum. They then define when and where this knowledge will be covered and identifies the specific locations of study where relevant. The purpose of this is twofold. It ensures that we have coverage of all appropriate knowledge and skills. It also allows knowledge to build and develop as staff know which locations have been studied and why. Equipped with this knowledge, staff can plan to deepen, develop and revisit so that it becomes embedded. The knowledge overview also identifies links to other curriculum areas such as history. These links allow for further deepening of knowledge and development of schema.

Geography Matrix

The geography matrix is designed to provide support for staff with what aspects they should include within their geography planning. These ‘aspects’ are standardised across KS1 and KS2 to allow for revisiting and to help build schema. To ensure progression, progression statements are attached to each aspect by phase and exemplification of what working towards the standard, meeting the standard and exceeding expectations look like is included. The matrix supports staff with planning and expectation and also provides the information staff need to make assessment judgements. In addition, the matrix supports leadership activities as leaders can check that there is coverage and that the children are using and applying the skills and knowledge as well as understanding the concepts at an appropriate standard. To support understanding and to increase retention, a dual coding approach has been adopted and each aspect has a symbol associated with it. The symbols are displayed when covering each aspect and stickers stuck in to books to support children as well as staff.

# **Embedding Knowledge**

At Rose Wood, we recognise that learning is only successful if children can securely draw upon it and build upon it. We know that scientific research states that the act of retrieving prior learning strengthens memory and helps ensure that children leave school secure in the knowledge and skills mapped out in the curriculum. We also know that learning is generative – new learning is embedded far more successfully if it accumulates around prior learning. Our approach to securing knowledge and is therefore threefold:

* Learning is reviewed regularly
* The curriculum is designed to build on previous learning. These links are explicit and revisiting is built in so that children can make clear connections and learning is embedded.
* Retrieval practice is built in to the curriculum to help children recall information from their memory

We use a range of retrieval approaches, which are deliberately varied in design to allow students to explore their schemata in different ways, strengthening future recall.

In geography, the key knowledge overview provides the staff with the prior knowledge that children have to allow them to build the revisits into the curriculum and to use that prior knowledge as the base for new learning. In addition, maps are used for retrieval and to revisit prior knowledge. Children will be encouraged to recall their knowledge of location and place by adding that content to maps before adding new information or maps shared with children contain previous knowledge and studied locations to support children to revisit knowledge and deepen it.

Graphic organisers will be produced for the content within each unit of study. These will be used for recall, revisits and elaboration to support a deepening of knowledge.

# **Leadership Activities**

As with all subjects, the quality of teaching and learning for geography is every leader’s responsibility and all leaders will have an oversight of the quality of teaching and learning for geography. There is also a designated geography lead who has ownership of certain elements of the curriculum. As well as supporting the leadership team to ensure the highest standards of teaching and learning for geography are maintained, the geography lead will also be the ‘subject champion’ and will keep abreast of all the new developments that are happening within the subject as well as ensuring high levels of subject knowledge which they will use to support others. They are also in charge of maintaining and acquiring the appropriate resources and supporting staff with their use. The geography lead will deliver some subject specific CPD or will identify appropriate external CPD for staff. The geography lead will also perform monitoring and evaluation on an ongoing basis and feedback their findings to the SLT.

Monitoring and Evaluation

Monitoring and evaluation is ongoing throughout the year. The monitoring will be carried out by the geography lead but other senior leaders will monitor the subject at certain points throughout the year. The main activities that make up the monitoring process are:

Learning walks and enquiries

Work Scrutinies

Pupil Voice

Teacher Voice

Planning and content coverage checks

The geography lead and the SLT will evaluate the outcomes from these monitoring activities. This evaluation will be used to inform next steps for development such as identifying CPD for staff, supporting with subject knowledge or improving use of or access to resources. The evaluation will be used to produce subject specific action plans and inform the evidencing for subject specific causal chains.

These activities will take place throughout the year but there will be at least one ‘deeper dive’ activity that takes an in depth look at the quality of geography in the school. Some deeper dives will be supported by other members of the trust.

CPD

The geography lead will lead some CPD for staff. This will be to support subject knowledge or could be to introduce new material, resources or ideas. They will also organise external CPD as appropriate to support whole school or individual development.

Resourcing

The subject lead is responsible for ensuring that the school is appropriately resourced to allow teaching staff to deliver high quality geography lessons and to ensure that pupils get the best experience they can. This could be in the form of physical resources such as globes or information texts. It also includes online resources such as ‘The Geography Association’ and ‘Digi Maps’. The Geography lead should be regularly assessing the quality of the resources but should also be keeping informed about new developments and innovations that could further enhance and improve the quality of the subject within our school.

# **Assessment**

Teachers at Rose Wood use assessment regularly to support them with their planning and task design. It underpins the principles for learning and ensures that all children make progress and face the appropriate level of challenge. It allows staff to know which children need greater challenge and which children need scaffolding and support to allow them to continue to make progress. For geography, staff make regular assessments to determine understanding of the key aspects and to ensure children are gaining and retaining the appropriate knowledge. The geography matrix provides the expectations that support staff to do this. It gives examples of outcomes to expect for each aspect across all year groups. By using this to support task design, the staff can assess the outcomes of children and make judgements about their attainment and the next steps. In addition, teachers may set POP tasks (Proof of Progress) that are designed to give the pupils the opportunity to show their understanding and level of knowledge on a certain subject and allow the assessment of deeper knowledge. For example, pupils may be asked to choose the best location for a theme park based on human and physical features, or explain what biome is best for certain plants or creatures, or write a speech persuade people to recycle to prevent climate change including key facts about the implications of climate change.

The geography lead and SLT can use the matrix to ensure that staff are setting work at the appropriate level of expectation.

# **Appendices**