

Geography

Geography is taught as a discrete subject to ensure that children understand the subject discipline. Children are taught through a range of units linking to both human and physical geography. An understanding of maps is taught starting from room plans, to a journey around school, through to the UK and wider world.

We want children to acquire key knowledge and skills that children can apply to other learning contexts. A range of opportunities are provided to enable all children to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections.

Learning Opportunities

Teachers use the Rising Stars – Geography scheme of work to assist with planning and curriculum coverage. Each year group has three units that are taught within a half term. From Year 1 to Year 6 the scope of each unit increases, expanding from the pupils' own environment to the wider world. Place studies start local and increase in scale to regional, national and global, allowing for revisiting, developing and challenging ideas and concepts. Similarly, consideration of the weather and seasons progresses to more in-depth study of the importance of climate and finally addresses protecting environments from global warming and combating climate change.

From the starting points, which are suitable for all pupils, the units progress onto geographical challenges. The units have key questions to encourage the use of geographical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Knowledge is constantly retrieved using low stakes quizzes and teacher questioning.

Some units are essentially Human Geography, others Physical Geography but most are Holistic Geography, considering Human and Physical Geography together.

Progression

As our progression charts show (available from our website), skills and knowledge are introduced then revisited in different units and in different contexts. This enables progression to be identified and planned for, developed and monitored. By providing a starting point accessible to all pupils they can each make their own progress along a geographical journey, some getting further than others. The progression sequence below helps facilitate this as it extends geographical knowledge, understanding and thinking.

1. **Observe** (through fieldwork and use of photos, artefacts, maps, etc.)
2. Acquire appropriate **geographical vocabulary**.
3. Use the vocabulary through **geographical talk**.
4. Use the vocabulary to **describe** (e.g. geographical features, photos and events).
5. Use the vocabulary to **compare** (e.g. geographical features, photos and events).
6. Ask geographical **questions**.

7. Give **reasons** for observations and answer questions.
8. Give **explanations**.

Assessment

The key assessment tasks provided within the units provide criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. Each unit has key assessment opportunities that link to our progression framework. The assessment opportunities allow teachers to monitor the progress made by individual pupils and review areas where the class excel, or where learning needs to be revisited or consolidated.

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, for example: eavesdropping on pupil-pupil discussion, teacher-pupil conversation, checking that geographical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation.

Finally, an online end-of-unit quiz is also included in each unit. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing.