



An Daras Trust

Subject Key Summary Points



Subject	Geography
Overall Curriculum	<p>AnDaras has used the latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capability mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</p> <p>Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programs of study. Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>
Pedagogy	<p>Our geography curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE, and SKILLS. These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three equally important themes.</p> <p>At Lew Trenchard, we use the David Weatherly- Connections scheme of work as the basis for our planning in geography, but we have adapted this to our local context, building on the successful units of work already in place. Progression is planned into the scheme of work, so that the children are increasingly challenged in their understanding of our key concepts as they move through the school.</p> <p>Geography teaching in the primary phase is about developing an understanding of our world, through first-hand experience, investigation and learning from secondary sources. The expectation is that most pupils will move through the programs of study at broadly the same pace. Children are taught in their normal class group for geography and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning geographical work, teachers are mindful of the ways in which pupils learn. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.</p> <p>Decisions about when to progress to greater depth standard should always be based on the security of pupils’ knowledge and understanding. Those pupils who grasp concepts rapidly should be challenged and given opportunities to extend their learning through child led enquiry, curiosity, and questioning. Scaffolding is provided in all geography lessons for pupils who are working towards</p>

	<p>expected standard with differentiated steps.</p> <p>Understanding the World is part of the EYFS framework, which will guide pupils to make sense of their physical world through opportunities to explore, observe and find out about people, places and the environment.</p> <p>Wisdom Children’s wisdom is developed in the following ways:</p> <ul style="list-style-type: none"> • Inspire children’s curiosity and fascination about our world and its people. • Using class discussions to explore geographical events which have occurred. • Through learning how to make contributions to topics under discussion – evaluating evidence. • Teaching focuses on equipping our children to understand diverse places, people, resources and natural and human environments. • Making real and informed choices about learning by understanding evidence, data and key findings • Making connections between key concepts – using prior learning to make and secure these links. <p>Knowledge Children’s knowledge is built through:</p> <ul style="list-style-type: none"> • Exploring the geographical context and chronology of the unit. • Establishing an enquiry question. • Learning key vocabulary and facts about the geographical context from a learning organiser. • Geography enquiry lessons teaching knowledge and our key concepts, all of which are underpinned by the themes of physical and human geography, location and mapping. <p>Capabilities We place an emphasis on using maps, field work and a range of sources, and give children the opportunity to visit places linked to their geographical learning. A variety of teaching approaches are used:</p> <ul style="list-style-type: none"> • Teacher presentations, guest speakers, videos, photographs, maps • Quizzes and questioning • Discussions and debates • Individual and group research, investigating sources of evidence • Fieldwork, visits to geographical sites • Pupils make use of the facts they have learned, practice enquiry-based skills and make links to previous learning. • Outcome of the unit. Pupils are able to answer their enquiry question.
Assessment	<p>Pupils will demonstrate their geographical knowledge and understanding in ability in a variety of different ways and assessment in geography is regarded as an integral part of teaching and learning and a continuous process. It is the responsibility of the class teacher to assess all pupils in their class, mainly achieved through mini-plenaries, questioning, marking, T.A feedback, pupil self-</p>

	<p>assessment, KWL grids and quizzes.</p> <p>Formative Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning, and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils' progress for final summative assessments. It is the responsibility of the class teacher to assess all pupils in their class, this will be triangulated with marking, TA feedback and pupil self-assessment. Any misconceptions are addressed with immediacy and the impact of targeted teaching reviewed.</p> <p>Summative It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the NC criteria and recorded annually on iTrack. Pupils produce an outcome to demonstrate their unit learning. At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. Teaching staff are provided with a skill assessment sheet which, when completed, indicates the children who have met, have not met or have exceeded age-related expectations for that geographical focus. We pass this information on to the next teacher at the end of the year. Reports to parents are given via parent meetings and pupils' attainment is reported via an annual report.</p>
<p>Culture</p>	<p>Geography is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, knowledge, and skills.</p> <p>Geography helps pupils to gain a greater understanding of the ways of life and cultures of people in other places. It allows pupils to explore and understand space and place, recognising the great differences in cultures, economies, landscapes and environments across the world and exploring links between them. This links closely to our school's church vision as our curriculum will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment. We especially emphasis and incorporate the understanding of sustainability and climate change through our curriculum teaching in this subject.</p> <p>Enrichment is planned for through a focus on outdoor learning and fieldwork.</p>

<p>Systems</p>	<p>The school follows the David Weatherly Connections Scheme of learning which covers all of the objectives of the National Curriculum (2014). Alongside History, Geography is a priority subject and is taught as a six week block each term.</p> <p>The Geography Progression of Skills document is followed based on 6 areas;</p> <ul style="list-style-type: none"> • geographical enquiry and skills, • locational knowledge • place knowledge • human and physical geography • knowledge and understanding of environmental change and sustainable development. • geographical and fieldwork skills
<p>Policy</p>	<p>Through our teaching of geography, we aim to ensure all pupils:</p> <ul style="list-style-type: none"> • develop geographical understanding and competence in specific geographical skills. • acquire and develop the skills and confidence to undertake, enquiry, problem solving and decision making. • stimulate interest in and curiosity about their surroundings. • create and foster a sense of wonder about the world. • inspire a sense of responsibility for the environments and people of the world we live in. • increase their knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained. • begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion. • develop a sense of identity by learning about the United Kingdom and its relationship with other countries. <p>https://www.lewtrenchard.devon.sch.uk/web/curriculum_end_points/623879</p>
<p>Perceptions</p>	<p>The monitoring of the standards of children’s work and the quality of learning and teaching geography is the shared responsibility of the S.L.T and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of geography in the school. Monitoring shows the following of systems is strong and teachers are trying to strike a balance between doing and deriving.</p>