

At Whittington Primary and Nursery School we believe that Geography should inspire pupils with a curiosity and fascination about the world around them. Through their learning about diverse places, people, resources and natural and human environments they will develop a greater understanding and knowledge of the world, as well as their place in it.

## INTENT

At Whittington we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and respect for the world. They start off by learning about their immediate environment and over their time here go on to learn about many corners of the world.

The curriculum is designed to ensure that teaching equips 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 elements. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding and appreciation of these physical and human processes, and of the formation and use of landscapes and environments. They are also taught the skills needed to navigate our world and are constantly being challenged to think about what we need to do to protect it.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well with knowledge and transferable skills for further education and beyond.

## IMPLEMENTATION

### LESSON DESIGN

All of our foundation subjects at Whittington are taught in a progressive 2-year cross-curricular rolling programme. We initially bought into the 'Challenge Curriculum' but over the past 5 years have tailored the objectives to suit with us and what our children need. The carefully designed curriculum builds upon knowledge and skills taught and links across a range of subjects are made.

Every week our lessons begin with a learning challenge question, designed to promote curiosity. The learning challenges are carefully crafted to ensure they make sense to the learners and be something that is within their immediate understanding. Throughout the week we endeavour for all children to be able to answer that question, regardless of ability, by building upon prior understanding and facilitating new learning.

Each week the learning is linked to one of our key concepts focusing on the Geographical skills we want the children to develop.

### PROGRESSION

During the Foundation Stage and KS1 the children learn about the local environment, particularly focussing on the school and local village. They start drawing their own maps and using locational vocabulary. As the children move into KS2 this language is built on and their understanding of different environments broadens. As well as learning about various locations around the world the children in KS2 will learn about the make-up of our Earth and how the physical features can impact on our lives. Where possible field work is used to help the children understand the key concepts and promoting them to ask questions about where we live.

### RESOURCES

Throughout all this geographical learning the children are given access to a range of resources to help develop their skills and understanding including atlases, digital technology, books, photographs and a range of maps.

### MAKING LINKS

Our Geography curriculum has been developed in a way that, where appropriate, is linked to our History curriculum. In many KS2 units there are elements of geography woven in to the History teaching, particularly when looking at settlements. We have sequenced it this way as we believe the link provides a meaningful context for our children and helps build a bigger picture of the world around them. However, we of course recognise the importance of teaching geography in its own right and when necessary complete stand-alone units.

### WORLD WEDNESDAY

At Whittington we see the importance of embedding the key knowledge of Geography and understanding of country placement around the world. With this mind we designed a weekly 'World Wednesday' session for KS2- a 10-minute recap that visits a different country each week to revise the key geographical vocabulary, such as its world location, continent, capital city and nearby oceans.

# SEND

## EEF '5-A-DAY APPROACH' IN GEOGRAPHY

All the children access the same Geography curriculum, however, adaptations are made to ensure they achieve a similar outcome.



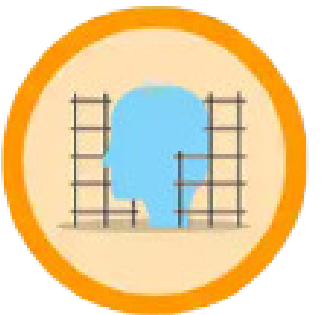
### EXPLICIT INSTRUCTION

- clear and succinct explanation
- dual coding of key vocabulary
- visual representations
- active learning



### COGNITIVE AND METACOGNITIVE STRATEGIES

- tasks are chunked
- teacher modelling
- mixed ability pairings
- retrieval tasks



### SCAFFOLDING

- lots of visuals
- word mats
- dual coding



### TECHNOLOGY

- interactive resources when possible
- videos to supplement teaching
- iPads/laptops for research



### FLEXIBLE GROUPINGS

- mixed ability pairs and groups when required

# IMPLEMENTATION

## OUR GEOGRAPHICAL CONCEPTS



### LOCATIONAL KNOWLEDGE

- naming continents/oceans/countries
- environmental regions and key characteristics
- countries and capitals of the UK
- lines of latitudes/longitudes/equator/tropics



### PLACE KNOWLEDGE

- geographical similarities and differences
- KS1- small area of UK v. non European country
- KS2- region of UK v. region in European country/North or South America



### HUMAN AND PHYSICAL

- weather patterns
- hot and cold places
- human/physical geographical vocabulary
- rivers/mountains/volcanoes/earthquakes
- settlements



### SKILLS

- reading maps/atlasses/globes
- compass directions
- aerial photos
- using symbols and a key



### FIELDWORK

- answering an enquiry question
- researching/measuring/recording/drawing

# IMPACT

At Whittington, we encourage all children to enjoy Geography and become competent in the skills taught. By the end of Year 6, children will understand the part of the world in which they live. They will have a broad understanding of how their locality sits within the country, the continent and the world. We aim to teach them to think like geographers, to be able to look at the world and to think how the processes of this planet have made the world that we live in today.

At the end of each year, we make a summative judgement about the achievement of each pupil and input these into the SONAR tracker. At this point teachers decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms, which allows an informed and judgement of attainment made. We also use our Super-6 assessments -regular checks of the pupil's recall of key knowledge- to help with our judgements. Achievement against the learning goals for geography at the end of the year is used as the basis of reporting progress to parents and carers.

## CURRICULUM EFFECTIVENESS

Many methods are used to help judge the effectiveness of our curriculum throughout school;

- Learning walks and professional dialogue
- Summative assessment based on pupil discussion
- Images and videos of the children's practical learning
- Interviewing pupils about their learning
- Moderation where pupil's books and class portfolios are scrutinised and there is an opportunity for dialogue between teachers to discuss the learning and teaching in their class.
- CPD for teachers when necessary