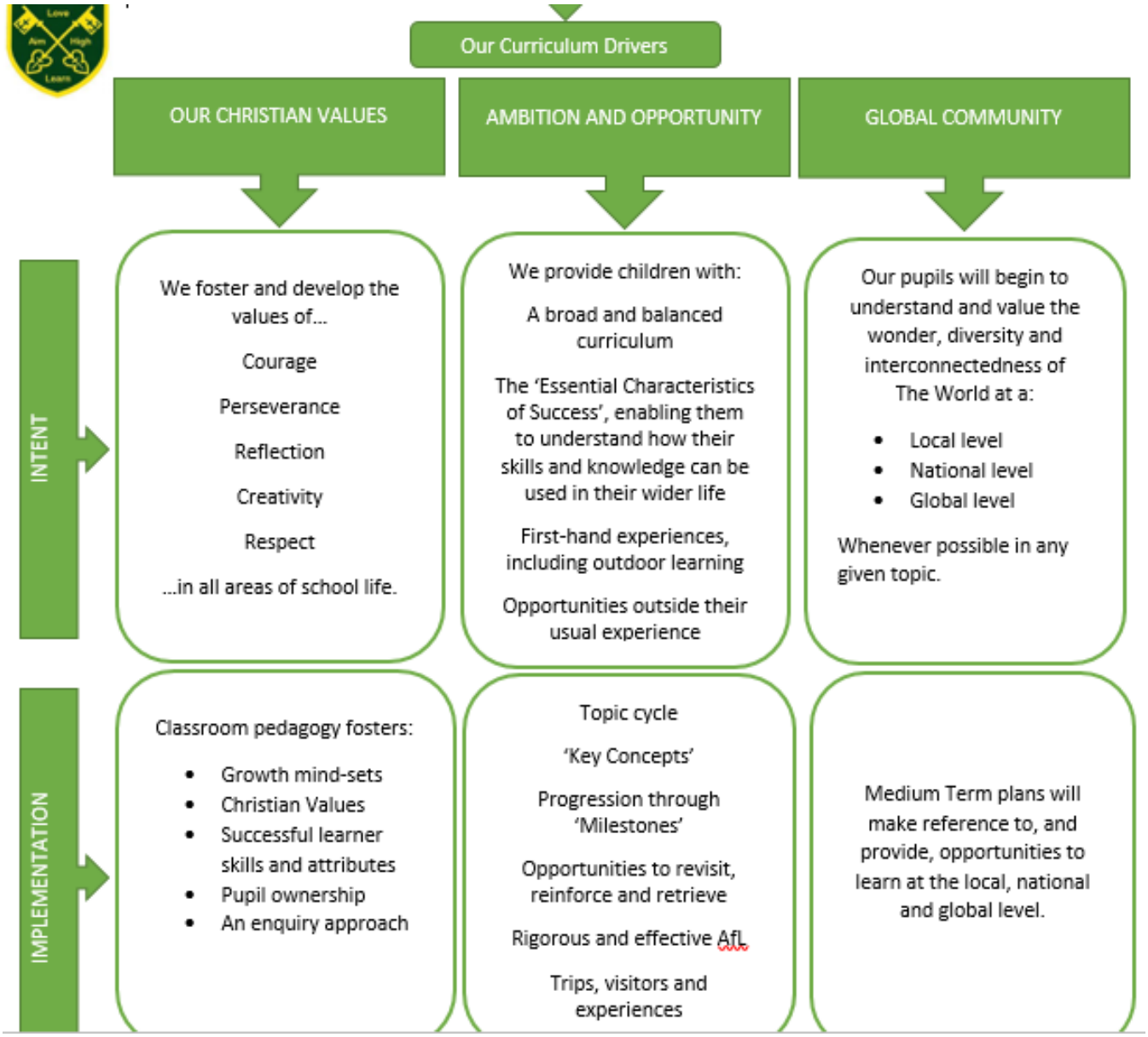
How We Teach Geography at St Peter's

1. Intent

Geography, as a subject, is well suited to provide a vehicle where pupils can realise the school's vision. More specifically, they will have a chance to learn about The World at a local, national and global level; building their appreciation of others and the environment.

The pedagogy employed in Geography is termed 'The Enquiry Cycle' which naturally lends itself to team work, the development of growth mind-sets and Christian Values.

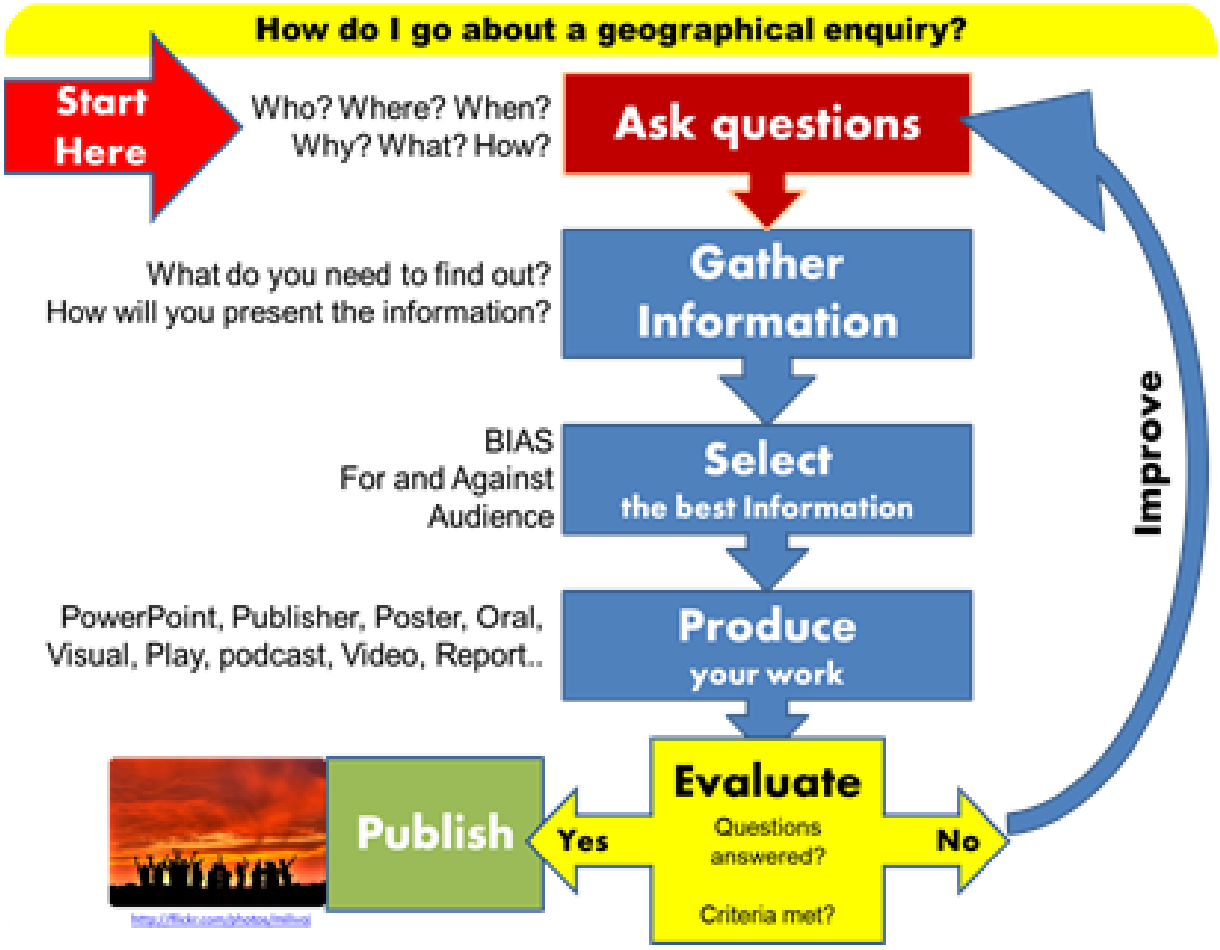


What else than opening children's eyes to the wonder and complexity of The World around them; gives them a sense of the opportunities available to them and the ambition to travel, learn outdoors and helps them understand what careers might be available to them in the future? In the face of man's greatest challenge – coping with climate change – in the future, we will need Meterologists, Hydrologists to predict flooding, Environment Agency workers and Renewable Energy experts.

1.1 'The Enquiry Cycle' – A Pedagogy

Central to the study of Geography is the chance for children to investigate a 'Key Question'. At St Peter's we spark their interest in an area of Geography, give them the background knowledge to ask good geographical questions and then facilitate an enquiry into a 'Key Question' that holds the pupils' interest and also gives the right opportunity to cover The National Curriculum.

At St Peter's the heart of each Geography project will involve the 'Enquiry Process' summarised in the diagram below:



2. Implementation - The Essentials Curriculum – Chris Quigley Approach

At St Peter's, The Essentials Curriculum allows us to turn the intent of 'Our Curriculum Drivers' in to reality for the children. From The 'Driver' – AMBITION & OPPORTUNITY – we use 'The Essential Characteristics' of a Geography to be the driving force behind the Geographical activities we plan and teach.

The simple premise here is:

'If you have the ambition to be a Geographer, these are the most important characteristics you will need in the future.'

2.1 Implementation - Curriculum Structure

- **Essential Characteristics**

The things you need to show, do & understand to be a Geographer.

- **The Key Concepts**

The biggest ideas we can work at whilst we develop The Essential Characteristics.

- **The Context**

The places / topics we are going to study as we develop the above.

- **The Milestones**

The Essential Characteristics broken down into a progression of descriptors. Do them and you'll gradually achieve those Characteristics.

2.2 Key Concepts

In every Geography Topic the children will be developing 3 Key Concepts, within which they will have the opportunity to develop their Essential Characteristics. The level at which the children are expected to operate is described in detail at 3 Milestones (Yr1&2, Yr3&4, Yr5&6).

Investigate Places (be interested and curious about the place and ask good geographical questions.)

- Say where it is in the World / UK.
- Describe what it is like and how it relates to the landscape/climate/countries around it.
- Understand the human and physical processes that cause the place to be that way.

Investigate Patterns

- Ask geographical questions and conduct an enquiry.
- Use fieldwork techniques. Use Geographical terms.

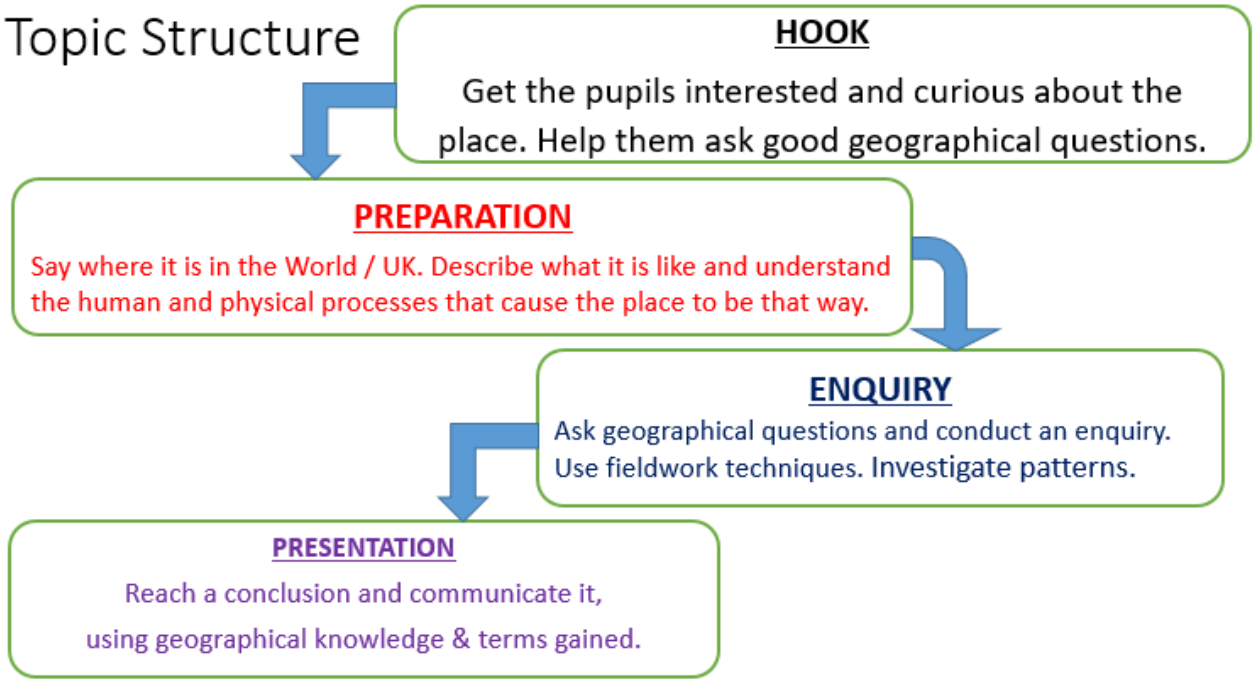
Communicate Geographically

- Reach a conclusion and communicate it. Using geographical knowledge & terms gained.
- Love what I'm doing and be creative and imaginative.

2.3 How a Topic is Structured.

Every Geography Topic will be planned in this simple way:

- ✓ First 'hook' the children's interest in the topic.
- ✓ Then help the children learn the geographical background knowledge in that topic area they need to go on to carry out an effective enquiry.
- ✓ Next help the children conduct the enquiry.
- ✓ Finally, set up an opportunity for the children to review and present their findings.



2.4 An Example of 'An Enquiry' Plan

ENQUIRY LESSONS 7, 8 & 9	*To ask geographical questions and conduct an enquiry.* *Reach a conclusion and communicate it. Using geographical knowledge & terms gained.*	**What is the future of The Yanomami tribe?**	Watch the video clips: https://www.youtube.com/watch?v=yu88xsGweZs&safe=true About the pressures upon the indigenous people of The Amazon. E.g. Logging, farming and Mercury poisoning of Yanomami https://www.youtube.com/watch?v=kGmmgv7Q7GI&safe=true https://www.youtube.com/watch?v=HAgoyQs8GYk&frags=wn&safe=true	**What can you do to find out?** How are you going to investigate your questions? • Can you do fieldwork to investigate? • Where can you look for data and information about this? • What other useful sources can you find? (eg different perspectives, maps, plan, etc). • What ideas do you and others have? • Who can you ask? • How can you evaluate your sources? • What information/data should you look for? **How can you represent this?** Represent geographical information on large and small-scale maps that conform to cartographic conventions (eg border, source, scale, legend, title and direction). Use appropriate spatial technologies. **How can you make sense of this?** Interpret the patterns, trends and distributions in order to draw conclusions about connections between the people, places and phenomena of your world. **How can you communicate and respond?** Present your ideas using geographical terminology and a range of communication forms. Propose individual and group actions based on what you learnt from your inquiry and describe the expected effects of this proposal.	Take satellite photos of an area of The Amazon like David Shukman has in the video clip. Children suggest what the different land uses are around the rainforest reserve. Groups make posters?? Each child takes a task?? What are the problems? Make simplified coloured maps of area showing land use. 1950 vs 2015???? What are the solutions?? Conclusion – what's likely to happen??

2.5 How We Ensure the Correct Coverage

A Topic Based Approach

In order to ensure we have cross curricular links and the opportunities for purposeful, quality outcomes St Peter's operates a 'Topic Based Approach' to curriculum organisation. However, some subject content doesn't lend itself to being taught in a 'Topic Approach' and is taught discretely in its own right (e.g. much of maths and many areas of Science, PSHE or RE. In the case of these discrete elements they have been planned out within the system outlined below as separate elements.

Our Rationale for Topic Choice

- History has generally determined a lot of our Topic choices.
- History is one of the few foundation subjects where specific instructions in N.C. are given about what knowledge should be covered.
- Reading has a huge focus in New Framework.
- Geography isn't quite so specific on the knowledge side and has more focus on skills. But it specifies 4 places to study in KS2.
  - In KS 1 you have to compare UK & Non-European Country and know 7 Continents, 5 oceans of The World. 4 countries of UK.

- Science can be very discrete. AND – Where it fits into our topics has already been identified.
- In KS2 History there are 8 areas to cover specified in the National Curriculum: 2 per year for the 4 years in Key Stage 2.
- In KS2 Geography you have to cover: Location in UK, Europe, North or South America and Local Area Fieldwork over the 4 years.

Therefore:

In Key Stage 2:

Each school year we will have:

- **TERM 1 -** A HISTORY LED TOPIC
  There should always be a Geographical element to a History topic – e.g. Maps of Empires, reasons for civilizations locations.
- **TERM 2 -** A GEOGRAPHY LED ONE WITH A MINOR HISTORY ONE ATTACHED
  The Geography Topic should be allocated ¾ of the Humanities timetabled time in Term 2.
- **TERM 3 -** READING / TEXT FOCUS TOPICS (1, 2 OR 3 Books in a term).
  - books could be PSHE Focus, Science Focus, R.E. Focus

In this way, the 8 major areas of History identified in the National Curriculum for KS2 are taught over the 4 year period of the Key Stage because there are 2 History topics per year.

Additionally, each of the 4 major World locations are covered across Key Stage 2 by focussing on one, in depth, per academic year.

In Key Stage 1:

Each school year we can be more fluid but the same general principle applies:

- HISTORY LED TOPICS
- GEOGRAPHY LED TOPICS
- And READING / TEXT FOCUS LED TOPICS
  - books could be PSHE Focus, Science Focus, R.E. Focus

e.g. 'The Great Plant Hunt', Festivals of Light.

This has led to us ensuring:

■ The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.

2.6 – Curriculum Structure In More Detail

TIER A is our over-arching topic cycle which is based around are mixed year group structure. For Reception, Year 1 and Year 2 there is a 3 year rolling cycle. As we have two classes for Years 3 to 5 we have a 3-year cycle for those 2 classes. Year 6 are on their own in a class so they have an annual cycle.

A. TOPIC CYCLE OVERVIEW

Year	A			B			C		
	AUTUMN 19	SPRING 2020	SUMMER 2020	AUTUMN 2020	SPRING 2021	SUMMER 2021	AUTUMN 2021	SPRING 2022	SUMMER 2022
SUBJECT / FOCUS	HISTORY	GEOGRAPHY	TEXT FOCUSED	HISTORY	GEOGRAPHY	TEXT FOCUSED	HISTORY	GEOGRAPHY	TEXT FOCUSED
3, 4, 5	Tomb Raiders Ancient Egypt	Off we go to Mexico! Region in South America Minor History Project The Aztecs		Swords and Sandals The Romans	Cool Cowfold, Lively London Local Area, Contrasting UK Location Minor History Project Local History Project		Golden Greeks Ancient Greece	Vive La France Region in European Location Minor History Project Invaders! 1066 and all that.	

The next Tier (TIER B) is where coverage is mapped out to ensure all of The 2014 National Curriculum is met in a systematic way over the years.

B. THE LONG TERM WHOLE CURRICULUM OVERVIEW

LONG TERM PLAN – AUTUMN TERM 2019

TOPIC TITLE & CLASS	ENGLISH KEY PURPOSES	KEY TEXTS / HOOK EVENTS	HISTORY	GEOGRAPHY	SCIENCE	PE / GAMES	MUSIC	PSHCE	RE	MFL	COMPUTING	ART
CLASS 1 YR & 1												
CLASS 2 Y1 & 2												
CLASS 3 Y3 & 4												
CLASS 4 Y4 & 5												
CLASS 5 Y6												

N.B. One per term for 9 terms – to go on website too.

In the next tier (TIER C) we have mapped out the actual National Curriculum objectives across the years within each subject to ensure progression. Then a teacher can easily see exactly what they should be covering and when.

C. SUBJECT PROGRESSION / COVERAGE SHEETS

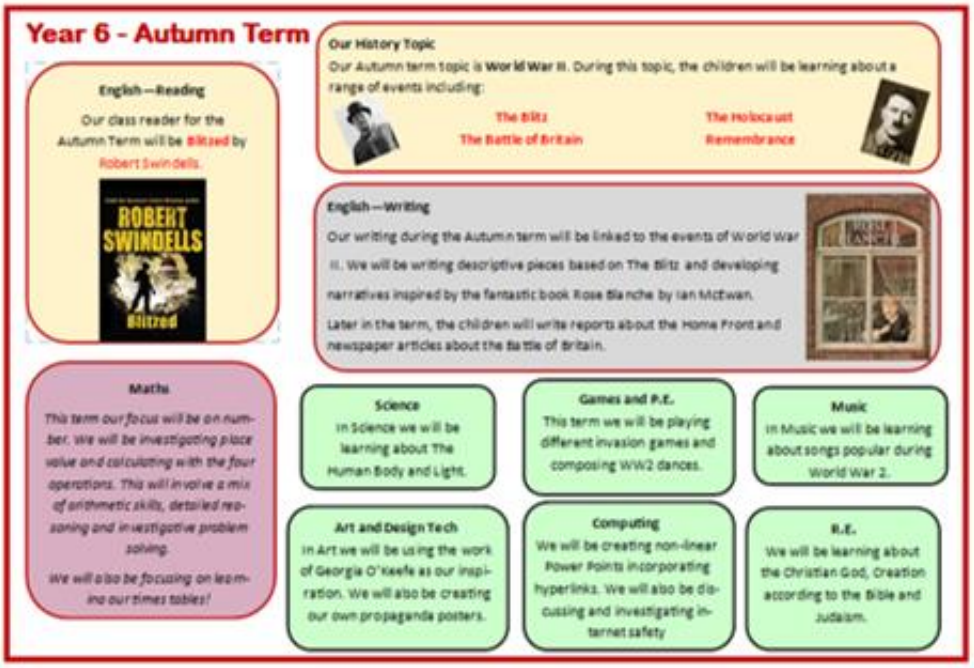
Geography Coverage Y1/2 (milestone 1)

✓Year 1 ✓Year 2	CYCLE A			CYCLE B			CYCLE C		
	AUT 19	SPR 20	SUM 20	AUT 20	SPR 21	SUM 21	AUT 21	SPR 22	SUM 22
	Fire and Ice	Under the Sea	Once Upon a time	Superheroes	India	Transport	I remember	Amazing Africa	
Enquiry Approach Key Question	What is it like at The Poles and what's the problem there?	What is similar in Brighton and what is different?		What goes on in our village?	What is similar in Kerala and what is different?	Why is there so much traffic going through Cowfold and what could we do to reduce it?	What goes on in our village?	How is the UK similar to Tanzania and how is it different?	
Investigate places									
Ask and answer geographical questions (Such as: What is this place like? What or who will I see in this place? What do people do in this place?)	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Identify the key features of location in order to say whether it is a city, town or village, coastal or rural area.		✓✓	✓✓		✓✓				
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans studied.			✓✓		✓✓				
Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features		✓✓	✓✓				✓✓		

The objectives that go into these grids are drawn directly from the National Curriculum and from Chris Quigley's Essentials Curriculum (2014) which is nationally recognised for its breadth and effective progression in coverage. The Essentials Curriculum covers and exceeds the requirements of the Primary National Curriculum for England (2014), leaving schools free to adapt the content. At St Peter's we find using the Essentials Curriculum's descriptors for these subjects breaks teaching and learning down into the more detailed skills and knowledge that pupils are expected to have at 3 Milestone points (Yr2, Yr4 & Yr6). That then enables teachers to teach in a carefully thought out progression that leads to greater pupil progress.

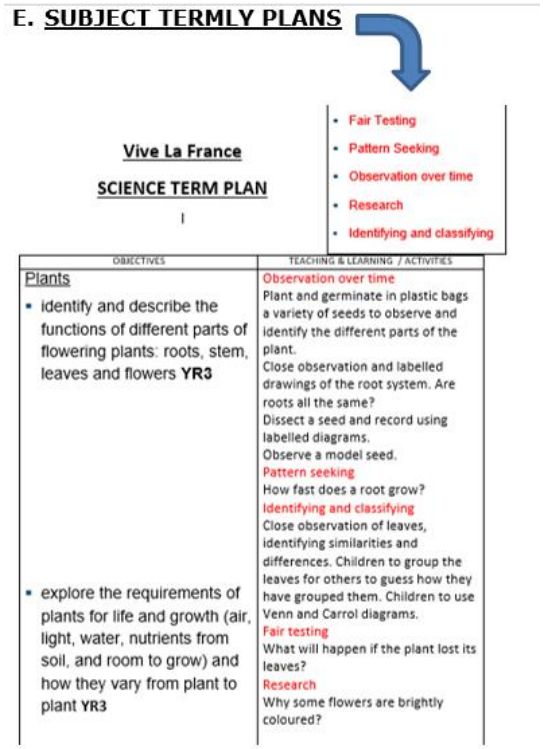
Then in TIER D it can be broken down into what should be covered in a term.

D. TOPIC WEB / OVERVIEW



Finally, in TIER E we get down to planning the actual learning experiences and lesson that the children will be undertaking.

E. SUBJECT TERMLY PLANS



Vive La France

SCIENCE TERM PLAN

- Fair Testing
- Pattern Seeking
- Observation over time
- Research
- Identifying and classifying

OBJECTIVES	TEACHING & LEARNING / ACTIVITIES
Plants • identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers **YR3**	Observation over time Plant and germinate in plastic bags a variety of seeds to observe and identify the different parts of the plant. Close observation and labelled drawings of the root system. Are roots all the same? Dissect a seed and record using labelled diagrams. Observe a model seed. Pattern seeking How fast does a root grow? Identifying and classifying Close observation of leaves, identifying similarities and differences. Children to group the leaves for others to guess how they have grouped them. Children to use Venn and Carrol diagrams. Fair testing What will happen if the plant lost its leaves? Research Why some flowers are brightly coloured?
• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant **YR3**	

2.6 Assessment in Geography

Assessing whether pupils have learnt what they are expected to learn (as laid out in the Milestone descriptors) will essentially be a practical 'Assessment for Learning' based approach, at St Peter's.

In order to keep teacher workloads manageable, staff are not expected to keep records of individual's attainment for each of the descriptors within the milestones.

Instead, teachers are expected to use their time to use their 'on the spot assessment' to inform them of what to do next. In lessons this 'on the spot assessment' will result in instant feedback for pupils to guide them on to the next step they need. Or it may result in the lesson being modified to achieve the optimal amount of learning.

After lessons, teachers are encouraged to use their Formative Assessment to set up the next learning experience for the children. Written feedback should only be given if it's useful to the child and they use it to move their learning on. Verbal feedback in the lesson or spending the time really thinking out the next lesson, so it has maximum impact, should be given highest priority.

Self- assessment is used as a powerful tool for teachers to keep track of each pupils' learning and success criteria are ticked off or R.A.G. rated by pupils. This also involves the pupil in the learning journey.

To ensure the standard of work and knowledge/ skills acquisition is in line (or exceeding) national expectations, regular monitoring will be done by The Subject Leader. In depth pupil interviews (with books), planning scrutiny and work scrutiny* assesses whether the children have learnt what we set out to teach. Finding will be fed back to staff and governors – and where we can improve further, we will.

* This will be done by random sampling across different groups of children (Gender, age, SEN, PP, etc) to ensure it is an effective but realistic process.