

# Geography at Chesterfield



At Chesterfield, we want our children to love geography. It is our intent to inspire a curiosity and fascination about the world and its people and enable children to express well-balanced opinions about current issues affecting society and the environment locally, nationally and globally. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. As a subject, geography impacts upon every aspect of our children's lives and plays a crucial role in developing caring and understanding citizens of tomorrow. In line with our curriculum driver, developing aspirations and possibilities for all, we want children to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. Our curriculum drivers of oracy, emotional intelligence and aspirations shape every aspect of geography, are embedded in teaching and learning and develop the child as a whole.

Our geography curriculum is designed to inspire children's curiosity and fascination about the world and its people through themes called the 'Learning Quest'. Whilst the geography is taught discretely, we make meaningful links across subjects to connect the Learning Quest. For example, in Year 3 when the children explore the country of Italy, they would tackle the importance of diversity in their SMSC sessions, explore making a pizza box in design and technology and create a tourist brochure in English.

We deliberately foster strong links between our geography and PHSE curriculum, British Values and SMSC development as the children begin to understand the complexity of people's lives, the diversity of societies and the relationships between different groups. The Learning Quest approach helps children to make connections and make learning relevant and meaningful whilst consolidating learning in different areas. Children follow a learning journey for each geography quest, which starts with an enquiry question. They then work towards being able to answer this question, giving their learning purpose. Children investigate and communicate their findings to the question using a variety of media: through English, drama, art and ICT.

## Big Ideas:

The Big Ideas are universal themes that help children make broader connections across all year groups and transcend across all subjects. Over time, these 'Big Ideas' work together to deepen children's understanding of broader themes across the curriculum, and are revisited time and time again in different contexts.



In our geography curriculum, we have thought about key threads that run throughout the Big Ideas. For example within 'Humankind' children will be exposed to key geographical threads such as community, diversity and sustainability. By carefully mapping these threads across the units and revisiting them in different sequences of learning, we will help children gain geographical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international geography.

## What do we want our children to learn?

*By the end of their primary education our children will:*

- Have a developing sense of curiosity about the world in which we live in and know more, remember more and understand more about where places are and what they are like.
- An extensive base of geographical knowledge and vocabulary.
- An understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Understand how geography 'happens' in the local area.
- Act as good citizens within their local community.
- Begin to understand their wider world and the implications that we as citizens have on it.
- Learn from other cultures, respect diversity, co-operate with one another and appreciate what they have.
- Express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

Alongside developing children's geographical knowledge there will be a focus on the development of specific geographical skills. Skills needed to be a geographer are taught progressively. Concepts are built upon, learning is revisited and children's locational knowledge is built on year on year.

## How do we implement our geography curriculum:

- Sequences of lessons build on prior learning, make meaningful connections within and across subjects and enable children to know more and remember more over time.
- Key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are revisited and built on each year.
- From Year 1 to Year 6, geography is taught once a term. Each lesson is roughly 1 hour. The timing of these lessons is flexible depending on the content being covered and the skills being developed.
- Children follow a learning journey for each geography quest, which starts with an enquiry question. They then work towards being able to answer this question, giving their learning purpose.
- Carefully selected skills are chosen to best match each unit of work and progress year on year. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time.
- The knowledge and skills that children will develop throughout each geography topic are mapped across each year group and across the school to ensure progression.
- We provide a geography knowledge web for each unit. This includes essential facts, key vocabulary and images such as diagrams, photos or maps. The knowledge webs are used within geography lessons and are shared with parents and carers so they too can reinforce learning.

<p><b>Geography in the EYFS:</b></p> <ul style="list-style-type: none"> <li>Children in the EYFS explore geographical themes and content through the understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time.</li> <li>In EYFS the children learn about their immediate locality so they learn about places around our school and grounds. They learn about familiar features such as houses, farms and shops building on their everyday experiences. They will encounter distant places through topics and stories.</li> <li>The children observe and discuss the weather regularly during EYFS, becoming familiar with types of weather and how it can affect us such as needing coats when it is cold.</li> </ul>	<ul style="list-style-type: none"> <li>We also maximise the opportunities that our home city of London has to offer. Therefore, children's learning in geography is enriched by visits to carefully selected museums, where workshops and visit materials deepen their understanding and knowledge.</li> <li>Fieldwork is an integral part of the geography curriculum and activities are designed to develop clear progression in the skills needed to collect, analyse and communicate with a range of data that strengthens children's understanding of geographical processes.</li> </ul>
<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>The Humanities curriculum map identifies the units to be covered each term.</li> <li>Our curriculum connections maps show where there are opportunities to revisit and connect children's previous learning and experiences. This strengthens understanding and helps build long-term memory.</li> <li>Teachers link prior knowledge to the new learning to deepen children's thinking. They plan sequences of lessons across the unit that will build on and develop the children's knowledge and skills.</li> <li>We use short term plans to set out the learning objectives for each lesson, identifying engaging activities and resources that will be used to achieve them.</li> <li>Consideration is given to how greater depth will be challenged within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Differentiation and challenge is evident and planned for in every lesson.</li> <li>Teachers are able to use Royal Geographical Society's wealth of resources to develop their subject knowledge.</li> <li>Each unit is planned to include encounter with a range of maps, photographs, texts, videos and if possible local fieldwork.</li> <li>All geographical resources are stored in topic boxes.</li> <li>Teachers are encouraged to add any new resources and display materials that they have created to the topic box.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>From Year 1 to Year 6, geography is taught once a term. Children have a weekly 1-hour history lesson over the half term.</li> <li>Flexible groupings are used during lessons e.g. mixed ability groups, paired work, guided and independent work and whole class work.</li> <li>At the start of the lesson, children will take part in a short retrieval task where they will be required to retrieve previously gained knowledge. The children may have acquired this knowledge in a previous lesson, unit of work or even a previous year group. This task is designed to strengthen our pupils' memories of key knowledge, enabling them to permanently remember and make progress across the curriculum.</li> <li>Opportunities to develop core literacy skills are exploited through geographical research and reporting as well as the learning of new vocabulary.</li> <li>Relevant vocabulary is explicitly taught, is evident in the classroom and is used in discussion and reasoning.</li> <li>Knowledge webs are referred to throughout teaching to support children's learning and progress.</li> <li>Learning is further developed through our geography learning walls where children can find relevant maps, key vocabulary and examples of previous learning to further embed and help recall what has been learnt.</li> </ul>
<p><b>Assessment and feedback:</b></p> <p>Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:</p> <ul style="list-style-type: none"> <li>Teachers use the outcomes in Learning Quest books to assess on-going attainment and progress.</li> <li>Differentiated and open-ended questions.</li> <li>Effective feedback, which has caused thinking to take place.</li> <li>Mini quizzes and response tasks to ensure retrieval of previously learnt material.</li> <li>3 assessment tasks planned within each geography topic. The assessment tasks vary across and within year groups assessing children's development within a range of skills. This is used to further inform subsequent teaching and geography topics to come.</li> </ul> <p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>Children's work should always be looked at and assessed before the next lesson.</li> <li>Children to self/peer assess all aspects of the history work.</li> <li>Key vocabulary for humanities to be corrected in green pen alongside common exception words for that year group.</li> <li>Response tasks to be evident in each lesson that enable children to apply, reason or extend their learning.</li> <li>Teachers should conference with each child in humanities to address misconceptions or to extend the children's learning. Children to indicate this with 'PC'. This should be done at least once per Learning Quest but all misconceptions should be addressed throughout.</li> <li>Teachers/children to assess attainment (knowledge and skills) for each of the three assessment tasks against the assessment toolkit.</li> </ul>	<p><b>How do we evaluate learning in geography?</b></p> <ul style="list-style-type: none"> <li>The impact of our geography curriculum can clearly been seen in the children's Learning Quest books.</li> <li>Our rich geography curriculum is also evident in the texts that we have selected for our children to read, geography displays and class assemblies where children share their knowledge with their parents.</li> </ul> <p>The Deputy Head and the geography subject leader monitor the impact of the geography curriculum using a variety of strategies.</p> <ul style="list-style-type: none"> <li>Scrutiny of geography books</li> <li>Progress within assessment tasks</li> <li>Pupil voice</li> <li>Learning walks</li> <li>The priorities set out in the geography action plan are monitored and the targets set are reported upon to ensure the desired impact upon our pupils is achieved.</li> <li>Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to discuss the impact of our geography curriculum.</li> </ul> <p>All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.</p>

