

# 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.

Our goal for Geography education is that children develop knowledge and curiosity about the physical and human characteristics of the world, by developing:

- knowledge of diverse places, people, resources, spaces and environments;
- understanding of the processes that cause and change the human and physical features of the world; and
- geographical enquiry skills.

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. Inline 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 communication, oracy, reading, aspirations and inclusion for all shape every aspect of geography, are embedded in teaching and learning and develop the child as a whole.

## At Chesterfield, we are geographers:

By the end of their time at Chesterfield our children will be able to:

- 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, cooperate 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.

## Geography in the EYFS:

- 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.
- In the EYFS the children learn about their immediate locality. They learn about familiar features such as houses, farms and shops continuously building on their everyday experiences. They will encounter distant places through topics and stories.
- The children observe and discuss the weather regularly during the EYFS, becoming familiar with types of weather and how it can affect us.

## How do we implement our geography curriculum:

- Geography is taught as part of a half-termly Learning Journey. Each Learning Journey begins with an enquiry question that the children work towards being able to answer.
- Lessons build on prior learning, make meaningful connections within and across subjects and enable children to know more and remember more over time.
- 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 unit 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.
- Our principal aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities.
- We believe children learn best when they are provided with the following opportunities:
  - visit places of interest;
  - have access to secondary sources such as books and photographs;
  - have visitors who talk about personal experiences;
  - listen to and interact with stories from different places and people;
  - undertake fieldwork allowing them to collect and research data;
  - shown, or use independently, resources from the internet and videos;
  - use non-fiction books for research;
  - opportunities to work independently or collaboratively, to ask as well as answer geographical questions.

<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• The Geography Long Term Plan identifies the units to be covered each term. It also identifies 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 as well as the activities and resources that will be used to achieve the LO.</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. Adaptation and challenge is evident and planned for in every lesson.</li> <li>• Each unit is planned to include opportunities for children to work with a range of maps, photographs, texts, videos and if possible local fieldwork.</li> <li>• All geographical resources are stored in unit boxes. 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 half-termly. Children have a weekly 1-hour geography 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 'flashback' 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 children's memories of key knowledge, enabling them to permanently remember and make progress across the curriculum.</li> <li>• Opportunities to develop core English 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 working 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.</p> <p>Assessment is supported by use of the following strategies:</p> <ul style="list-style-type: none"> <li>• Teachers use the outcomes in children's books to assess on-going attainment and progress.</li> <li>• End of unit knowledge quizzes assess learning and provide the opportunity for children to show what they know.</li> <li>• Differentiated and open-ended questions.</li> <li>• Effective feedback</li> <li>• Flashback 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 geography work.</li> <li>• Key vocabulary for humanities to be corrected in green pen alongside common exception words for that year group.</li> <li>• Teachers should conference with each child in humanities to address misconceptions or to extend the children's learning. Children indicate this with 'PC'.</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 and measure of our geography curriculum is to ensure that children at Chesterfield are equipped with the geographical skills and knowledge that will enable them to be ready for the curriculum at key stage 3 and life as an adult in the wider world.</li> <li>• The impact of our geography curriculum can clearly be seen in the children's 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>