

Clarice Cliff Guide to Geography

Intent - The Why

The Geography curriculum at Co-op Academy Clarice Cliff inspires pupils to have a curiosity and fascination about the world and its people. Our curriculum is purposefully designed to develop pupils who are confident geographers and are able to apply their practical skills when experiencing geography first-hand through fieldwork, visits and trips. Our pupils are able to explore and appreciate our local environment and develop their sense of place and location within a national and global context.

We see the learning journey as vital in our geography curriculum and this is why each topic is built upon the foundations of previously learnt knowledge in order to create relevant and meaningful connections. Each topic covers the four strands of geography; locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Clear links are made between key knowledge and fieldwork skills and progression is built steadily across each year group. Our Geography curriculum supports our school ethos in shaping pupils' moral development to foster the courage and knowledge needed to make good moral choices in life. Woven throughout our curriculum is the moral responsibility that a geographer now has to the environment and, across our topics, children are asked to consider relevant issues that are affecting our world today and how we can have a positive impact to change these for the better.

For many of our pupils, developing English language and vocabulary is a high priority, including pupils whose first language is English. For this reason, we have carefully structured the introduction and understanding of key vocabulary across our Geography Curriculum, building on key terminology as children re-visit topics and themes at the heart of our curriculum. Our 'significant people' studies within chosen topics, allow pupils the opportunity to explore how essential skills such as 'determination', 'passion' and 'communication' have helped famous individuals be successful while following their passion for the exploration or conservation of the world around them.

Implementation – The How (**including how/when we assess*)

What we use to support our curriculum delivery?

In order to create a rich and immersive geography learning journey, our topics are centred around enquiry based learning. Each topic title consists of two elements; the first is focused on learning key geographical knowledge (taken from the National Curriculum) and the second is focused on how children can apply this knowledge as a confident geographer. Our curriculum provides a well-balanced programme of study with topics drawing comparisons between the local, national and global to reinforce children's understanding of their sense of location in the world. Planned into each year group are a range of local visits and trips which allow children to apply the geographical skills and fieldwork techniques they have learnt.

Across our curriculum, children study people in geography who have had a significant impact on both a local and global scale. Through these studies, children can identify and celebrate the role these figures have played in the field of geographical exploration. By carefully selecting a variety of digital and practical resources, we provide children with a balance of mediums through which to immerse themselves in and explore the world around them.

Across the journey from nursery to year six, each topic has been carefully considered to build on previous knowledge and explicit links between countries and themes are made to build on children's past learning. Woven throughout relevant topics in our geography curriculum is the theme of 'local and global responsibility'. For example, alongside 'Exploring and caring for our local environment', we revisit the themes of 'Protecting our planet' and 'Making responsible food choices' throughout KS1 and 2.

Through exploring the second focus of each part of our enquiry topic headings, our children learn to think critically about the specific impact on the community at a local and global level, including their own impact and role in this. For example, in the Year 4 topic 'Tourism across the Globe', children are asked to consider the pros and cons of tourism so that they may become responsible tourists.

Daily

Although Geography is not taught every day, some strands of Geography permeate throughout throughout the week.

EYFS

- Continuous provision often has Geography links through Understanding of the World
- Children discuss different places that they visit eg the park, the supermarket, and can talk about some of the similarities and differences.
- Children explore maps and make their own maps (often linked to stories).
- They listen to stories which are set in different places, particularly different countries and this gives the opportunity to talk about how other countries are similar and different.
- They explore different places through some of our topics (eg animals - explore the different places they might live; space – learn what it looks like, feels like, what you can see etc; festivals/celebrations – learn about celebrations in other countries and this country eg Diwali, Eid).

Whole School

- Children discuss geographical links to literacy texts taught in class or read during DEAR.
- Children discuss current local, national and international issues/celebrations during whole class worship that may lead to discussions about geographical contexts and experiences of other places.
- Children take part in events such as our Cultural Diversity Day where children share experiences of their own cultures.
- We also have a map detailing where pupils in our school are from.

Weekly

- Weekly whole class lessons.
- Recaps from previous lessons, terms and years are included in lessons.

Half termly/Termly

- Each Geography unit is aimed towards a Big Question e.g. How can I map my school and local area? At the end of each unit pupils complete a Big Outcome task to demonstrate their understanding.

Assessment for Learning

- All lessons start with recall. 'Think back slides include a lesson/week/ term and year question to help bring prior knowledge back into children's working memory. Misconceptions are addressed by the staff and then revisited in the next 'Think back slides' to ensure the knowledge is now embedded.
- In lessons Staff use a range of TLAC methods consistently used across all lessons to actively assess learning including cold calling, show me boards, think, pair share and stop and jot.
- Children tick their own set of success criteria after completing each lesson's tasks. This encourages pupils to reflect on their learning.
- Through active marking and assessment for learning, staff also tick success criteria. Common areas of misconception should be swiftly dealt with through active marking and lapping. These could then be used to inform future think back questions or cold calling questions in the lesson.
- The subject leader completes a learning walk once every term. Targeted year groups are identified in the Overview of Subject Assessments and Monitoring document. Over the year all classes are monitored.
- Learning walks monitor that the curriculum is being taught in line with the medium term planning, is consistent across both year group classes and to give support to staff who may want to develop their understanding or delivery of geography. (Termly)
- The subject leader will rate book responses in line with medium term planning to ensure high quality outcomes, quality resources, adaptive strategies are being used and children are being given opportunities to apply knowledge to longer written responses. (Termly)
- The subject leader will complete pupil voice interviews with a small group of children half termly from chosen year groups to assess understanding of concepts learnt, ability to orally talk about their geography learning, their enthusiasm for learning and to assess understanding

of key vocabulary. (Termly)

- Each unit is built up of 6 lessons leading to a BIG OUTCOME activity in response to the topics overall enquiry questions. The BIG OUTCOME should give children opportunities to produce longer pieces of writing in response to what they have learnt. They should use knowledge recorded from previous sessions to build their responses to a range of questions. Adaptations should be made for reasonable adjustment so all children can engage and achieve in the BIG OUTCOME task.

What this looks like in Early Years

Geography is taught through the understanding of the world section of the EYFS statutory framework. The EYFS curriculum is based on half termly deeper learning focuses that give the children the opportunity to build on prior knowledge and understanding from their home and Nursery experience, whilst providing a secure foundation for future learning in KS1.

As part of the EYFS curriculum;

- Children look at and talk about where they live.
- They learn that they live in Stoke-on-Trent, which is in England.
- They learn that the world is a planet and is called Earth.
- In Spring 2 when learning about polar regions, the children learn that the Earth is a sphere, there are hot and cold parts of the Earth and that different animals live in different parts of the world.
- They talk about different places that they visit eg the park, the supermarket, and can talk about some of the similarities and differences.
- Children explore maps and make their own maps (often linked to stories).
- They listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different.
- They explore different places through some of our topics (eg animals - explore the different places they might live; space – learn what it looks like, feels like, what you can see etc; festivals/celebrations – learn about celebrations in other countries and this country eg Diwali, Eid).

Understanding of the world is taught explicitly once a week through the current EYFS curriculum driver. It is then independently explored through continuous provision activities. Evidence of understanding is collected through photos, pupils' voices and examples of pupils' work that is gathered in the class's curriculum floor book. Subject shield stickers are used to mark where different foundation subjects have been covered. It does not follow the same 6 week block, every term delivery pattern as the KS1 and KS2 curriculum but is spread across the terms when experiences, topics, stories and celebrations provide the best quality learning opportunities.

Where will you see and find evidence of our learning?

- Weekly teaching across Year 1-6, usually taking place in the afternoon.
- In EYFS Geography is taught through Knowledge and Understanding of the world. Lessons and work are easily identifiable by a sticker both in floor books and on displays.
- Geography work is found in pupil curriculum books.
- Work will also be displayed in classrooms as part of a Geography working wall, showing what the children have been working hard to produce.
- Work is also shared on Class Dojo with parents.
- Weekly timetables.

What is our approach to SEND and Greater Depth?

SEND

Our provision for pupils with SEND in primary history involves adapting the implementation of the curriculum and classroom environment to ensure equal access and engagement for all, using a range of strategies such as visual aids, repetition of key words and concepts, multi-sensory activities and adaptive teaching strategies. Using the provision mapped out below, our history teaching ensures

pupils with SEND access the same high quality, ambitious curriculum as their peers. Effective scaffolds and adaptations enable all children to access the rich challenges and deeper thinking opportunities sequenced within the curriculum offer.

Subject challenges for SEND	Provision for SEND
The ability to explain a geographical concept/provide reasoning to explain a thought or opinion.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.
The ability to recall basic geographical information e.g. the 4 countries that make up the UK	Planned retrieval questions at the start of every lesson for the 5 big ideas. The use of 're-caps' at the Beginning lessons informed by previous gap analysis should revisit objectives children are not secure with.
Reading/studying of case studies/geographical texts/atlas.	Use shorter texts which are comprised of less complex, phonetically decodable sentences that can be dual coded. Share information in different ways e.g. via a National Geographic video rather than a written text. Use online atlases which can be simplified e.g. Digimaps rather than physical atlases.
Understanding of subject specific vocabulary.	Subject specific vocabulary and definitions are covered at the beginning of every lesson. Dual coded word banks used to demonstrate the meaning of a word in a geographical context.
Expressing themselves and sharing their thoughts and opinions orally.	Use stem sentences to provide subject specific language in a particular format, enabling children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing thoughts and opinions in an alternative way. Allow children processing time when asking them a direct question - stop and jot to pose a question and pause for thinking time, write down ideas then share.
EAL pupils may find it difficult to access resources/learning.	Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Dual coded word banks and resources to support understanding.

Greater Depth

Our curriculum design ensures pupil's knowledge in strands such as continuity and change, similarity and difference enables meaningful opportunities for deeper thinking and greater depth that are sequenced and asking them to make connections with prior learning. To make this more explicit we have used Bloom's taxonomy to provide opportunities for a wide range of thinking skills. For each lesson, a greater depth task is designed that pupils can access once they are secure in the knowledge for that lesson (remember and understand) .These are based on the skills of 'apply, analyse, evaluate, and create. For example; the statement "There are more benefits to imported food than locally grown food? Is this true or false? Can you give examples? At the end of each unit, all

children are given the opportunity to complete summative assessment tasks which use the same model as these greater depth tasks.

Impact – The So What

As our children progress in their geography learning journey, they build a secure understanding of the features of their local area and understand their location in relation to the UK and the world. With regular opportunities for trips, our pupils demonstrate their ability to use more complex fieldwork skills, confidently applying these to answer geographical questions. They build their knowledge of countries globally and are able to construct well thought-out responses to each topic question. Children's work represents their ability to communicate their understanding through evidence from fieldwork trips, class discussions, presentations and high quality pieces of work. Above all, key knowledge and skills are retained as children progress through the school, transferring these across topics and subjects.

Cultural Capital and Enrichment

Where appropriate, each medium term plan includes significant people study. We use the term *Diverse Voices* as we study people from a vast range of backgrounds and cultures.

Pupils also attend trips which help deepen geography knowledge and fieldwork skills.