



# Glebe Guide to Geography

V.20.09.23

Cultural Capital	Enrichment	What we use to support our curriculum delivery?
<p>Learning in geography at Glebe Academy allows children to study and develop a natural curiosity and respect for the world and communities around them on a local, national and global scale.</p> <p>Over time, children develop a greater cultural awareness on a local and global scale, and a broad understanding of global systems, landscapes and interactions. They appreciate the physical and human processes that shape the modern world and how their actions help shape and change the world in which they live. The concept of social responsibility is embedded through environment studies.</p> <p>As a driver for many other subjects, geography is interwoven throughout the curriculum and enables children to develop their cultural awareness, competence and knowledge. Their virtual involvement with global geographers gives them access to environments they have not experienced previously.</p> <p>Local geography is also enriched through our annual Year Six residential visit to Stanley Head Outdoor education centre. This memorable visit allows children to explore and appreciate the local rural area, which they may not have had the opportunity to experience previously.</p> <p>Over the week, the children have the chance to explore and appreciate the geographical features of the local landscape, use mapping and orienteering skills and also learn about eco-systems and how to respect them.</p>	<p><b>Educational visits</b> – children will have the opportunity to visit geographical sites such as; The Chester Roman Amphitheatre, Conkers, Wolseley Centre, River studies, locality walks etc.</p> <p><b>Memorable experiences</b> - Each year group will have specific geographical focuses, which will be introduced through a memorable experience enrichment opportunity such as; mapping invertebrates hunt, pirate treasure maps, Viking raids etc.</p> <p><b>Geographical themed days and skype in the classroom</b>, themed days and visitors – children have opportunities to take part in geographical themed days (Earth day, world week). Skype a scientist allows children to experience geography on a global scale (e.g. Yellowstone Park).</p> <p><b>Access to resources</b> – For field work - rain gauges, data loggers, compasses, orienteering guides.</p> <p>Google Earth/maps for aerial images, nls maps for land use comparison a range of maps, atlases and ordinance survey maps.</p> <p>Through forest school, ID charts and cards to survey the physical landscape of school grounds.</p> <p><b>Cultural experiences</b> – Chinese dance sessions, sponsorship of Desmond, continental studies, 101 things before you leave Glebe.</p> <p><b>Residential visit</b> – Annual visit by Year Six to Stanley Head Outdoor Education Centre. This offers a range of geographical experiences in the local rural area.</p> <p><b>Book of the week and other related texts</b> – Children have access to a range of geographical texts and reference books, as well as learning about geography through termly books covered in class (e.g. The Shark Caller,, based in Papua New Guinea)</p>	<p>Bespoke curriculum mapped progression of Substantive and disciplinary knowledge.</p> <p>Mapped out progression in vocabulary document.</p> <p>This is enhanced with resources available in subject leader file.</p> <p>Virtual experiences provided by EncounterEdu e.g. Farming live, Coral Reef live etc.</p>

Intent - The Why (including the Glebe-ified bits)	Implementation – The How ( <i>*including how/when we assess</i> )			Impact – The So What
<p>Due to the children’s lower level of skills on entry and lack of previous experiences, the EYFS curriculum is mapped out to meet the needs of the children entering our school. Therefore, the Birth to Three skills are covered in the first term alongside the Three and Four Year Olds skills in FS1. In FS2, the Three and Four Year Olds skills are recovered in Term 1 alongside the Reception skills to ensure all children have access to the curriculum that they require. Teaching of the Early Learning Goals (ELGs) is then the focus in Term 3 in readiness for the Year 1 curriculum. We aim to ensure a stimulating and engaging Geography curriculum, which sparks children’s natural curiosity of the world around them. Through their geography learning, we aim allow children to gain confidence and understanding of key geographical concepts and create a desire to explore the wider world and develop an appreciation and respect for the environment around them. Throughout the school, we aim to deliver a quality geographical curriculum that allows all learners to develop their geographical knowledge and understanding and embed (through sticky learning) lifelong skills. Through high quality planning, activities, and fieldwork opportunities, children will be taught and encouraged to understand and use key geographical concepts: observing, measuring, locating, analysing and comparing. As teachers of geography, we encourage children to be inquisitive and to question the information they are presented with to further their geographical understanding. Through enquiry-based learning, they will research, gather evidence and formulate conclusions using the key geographical concepts. Through this child-centred approach, the children will have the opportunity to develop their own questioning skills, vocabulary and</p>	<b>Daily</b>	<p>In EYFS, Understanding the World (UW) will be seen daily for the children to access through continuous provision and daily routines. This will be using a variety of materials and resources over the week. Examples- daily discussions of what the children can see in the environment around them and recording their comments, recognising places of importance to the children in the local environment, use of small world play including experiencing the natural world and environments from the wider world such as farms, zoos and under the sea and use of Travel Tracker in FS2 to discuss how they have travelled to school.</p>		<p>A sense of pride, wonderment and immersion into the subject. Children should be able to use a wide of taught vocabulary, which can then be assessed. Enquiry based learning allows for opportunities for further questions and a deeper curiosity. Opportunities for retrieval practice from previous lessons embed learning in geography, which is carried forward to later years learning (sticky learning) Children become more adept at demonstrating both a broader knowledge and understanding and to present understanding in different ways (e.g. collecting and presenting mathematical data, mapping, diagrams, written explanations etc) Children’s increased understanding of the locality they live in increases their pride and engagement within their community. Through environmental studies, children will have an increased awareness of environmental issues and ways to improve this.</p>
	<b>Weekly</b>	<ul style="list-style-type: none"> <li>• In EYFS, Understanding the World will be taught as a guided activity/lesson weekly.</li> <li>• Weekly geography/history lessons that are sequenced and link to many other areas of the curriculum (e.g. history, PSHE, science, maths, English etc.) Lessons are planned from our progression of skills documents.</li> <li>• Formative assessment of geography through verbal feedback and reviews during lessons, as well as written marking and feedback as per our marking policy.</li> <li>• Use of retrieval practices known as ‘sticky learning’ to help children recall knowledge and make connections between units studied in previous terms and year groups.</li> <li>• Geography lessons are based around a learning challenge question, which can then be used at the end of a session for self-assessment purposes.</li> <li>• Use of talk time, learning conversations etc to review, present and demonstrate knowledge and understanding.</li> </ul>		
	<b>Half termly/Termly</b>	<ul style="list-style-type: none"> <li>• Medium term planning includes full curriculum coverage and allows for progression substantive and disciplinary knowledge to be met.</li> <li>• Key displays collating and celebrating learning and understanding; these include key words and knowledge to embed geographical knowledge over time.</li> <li>• In EYFS, Understanding the World skills are assessed termly and tracked on DCPro. The assessment data is then analysed to ensure all children are making progress. This ensures that if there are areas that need recovering or developing then these can take place with additional activities or resources in future lessons.</li> <li>• Assessment for Geography starts with the robustness of the curriculum design clearly outlining the key knowledge that the children need to know over the course of a specific unit of study. The planning, teaching and retention of this knowledge is then assessed in a four-stage monitoring process by subject leaders via a sample on a termly basis..</li> <li>• Memorable experiences are undertaken in classes to engage children and ‘hook’ them into the experience of the geographical study they are completing such as; mapping invertebrates hunt, pirate treasure maps, Viking raids etc.</li> <li>• Geographical enquiry carried out with an open-ended learning and research question (this should include an aspect of fieldwork). This can be used to assess children’s knowledge and understanding at</li> </ul>		

<p>enquiry based skills, helping them to become more effective and engaged geographers.</p>	<p>the end of a topic, or just to give children an opportunity to delve deeper into an area of geographical study and fieldwork. This should be an opportunity for children to 'showcase' <b>both</b> their geographical knowledge and understanding.</p> <ul style="list-style-type: none"><li>● Pupil interviews to assess level of engagement and impact.</li></ul>	
---	--	--