

Bilton Grange Primary School



Geography Rationale

Purpose of study

"A high quality geography education should inspire children's curiosity and fascination about the world that will remain with them for the rest of their lives." DfE

The Geography curriculum at primary level enables children to gain knowledge and understanding of the world, its environments, places near and far, as well as the processes that create and affect them. It supports the development of understanding between people around the world, making children regard themselves as global citizens, with an awareness of current world events. A fundamental role of Geography at Bilton Grange Primary School is to enable children to take on the role as a Geographer: exploring, discovering and beginning to make sense of the world around them, providing the necessary cultural capital to become global citizens with an awareness of current world events.

Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like?
- How and why is it changing?
- How does this place compare to other places?
- How and why are places connected?

Geography is a dynamic subject because the world, and our understanding of it is continually changing. At Bilton Grange Primary School we believe it is imperative that a geographer doesn't just answer questions but also asks and debates them. This will enable children to 'know more and remember more' by questioning and discussing:

- What could/should the world look like in the future?
- What can we do to influence change?

At Bilton Grange Primary School, we have a cross curricular approach that is knowledge rich, carefully building upon the child's previous knowledge. Our approach is underpinned by the four curriculum drivers that are at the heart of everything we do.

- Collaboration
- Communication
- Creative Arts
- Community

A balance of activities will provide to help and support the learning of fundamental British values. These also support the provision for personal development and enhance children's cultural capital within geography.

As a school we believe that children should learn about geography in a way that inspires their curiosity to know more about the world around them. To learn about a wide range of places and societies and appreciate diversity of people and their backgrounds. The following quote represents the ethos of our school:

British Values and Cultural Capital

"Geography education encourages pupils to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps pupils to understand society better. Appreciating diversity encourages positive relationships and shows values. It promotes tolerance and partnership, within local and wider communities." **Geographical Association**

Spiritual, moral, social and cultural (SMSC)

- **SMSC** will be threaded throughout the assemblies and formal lessons of PSHE.
- **Spiritual:** PSHE will support the children to become reflective of their experiences, what they know and believe. It will support them to show an enjoyment of learning about themselves and others.
- **Moral:** PSHE will support the children to recognise the difference between right and wrong and use this within their day to day lives and they will understand that actions have consequences. **Social:** PSHE will support the children's social skills in different environments and will develop their confidence and willingness to participate in a range of things.
- **Cultural:** PSHE will support the children's understanding and appreciation of different cultures within school and Britain and will show a willingness to participate in different cultural opportunities.

(Based on Ofsted definition of Spiritual Moral Social and Cultural aspects of learning 2016)

Substantive and disciplinary knowledge in geography

Substantive knowledge in Geography is based on the key concepts of geographical *understanding*. In our Geography curriculum, this knowledge and enquiry is taught within geographical contexts including key vocabulary and is progressive from EYFS to Year 6, building on prior skills and demonstrating increasing proficiency and refinement.

All these terms will be taught throughout school. These are:

Location	To develop children's knowledge of the location of significant places, including land and sea.
Place	Know similarities and differences of significant places, including land and sea.
Human and physical	Know and understand the processes that provide the human and physical features of the world. Also knowing how these can change over time and that they are reliant upon other processes too.
Geographical skills and field work	Know how to collect, analyse and communicate geographical data through experiences of fieldwork. Know how to interpret a range of geographical information and present this in a variety of ways, including through maps, numerical skills and written formats that are year group appropriate.

Geography provides a range of opportunities for children to learn about their locality as well as places worldwide. At Bilton Grange Primary School, children will be given opportunities to study locations, places, environments and human and physical features. Whether it is the positioning of letterboxes locally or rivers globally, studying distribution will allow children to question and notice geographical patterns, leading them to consider the reason for and the impacts of these and to ask further questions leading to a mastery understanding and retaining of the knowledge in the long-term memory.

Disciplinary Knowledge in geography is the process of engaging children to use the substantive knowledge they have learnt about the world around them to make links between different areas of the curriculum. Geography knowledge will allow children to access how and why places are changing and enables them to predict for any future changes that may happen. Children will also apply this knowledge to explain outcomes for the future of the world in which they live. Therefore, providing them with the opportunities to become effective global citizens and being actively aware of the actions they make towards the world around them.

Intent

At Bilton Grange we believe that our children should learn about geography in a way that engages them and makes them curious and want to find out more.

- To provide the children with the knowledge to enable them to formulate questions, investigate similarities and differences between different places.
- Sequence of learning carefully planned and delivered through thoughtful practice to expand children's fluency before gaining mastery, retaining more knowledge within the long term memory.
- To provide children with an understanding and curiosity of the continually changing world in which they live and to explain how and why places (near and far) are changing as well as being able to predict future changes.
- To engage children with cross curricular links whereby children apply language knowledge and mathematics therefore enriching the children's understanding of all subjects.
- To enrich the world in which they live; providing them with the opportunity to become effective global citizens.
- To engage children to discuss ideas with increasing curiosity and understanding.
- To ensure that by the time children leave Bilton Grange Primary school, they will have a coherent understanding of their world around them.

Geography is an area of the curriculum that has extensive opportunities for children to demonstrate creativity through critical thinking, exploration of the world around them and linking the curriculum together. It is a subject that has wide ranging opportunities for natural cross-curriculum learning, whether that be presenting data in numerical form, scientific investigation of land uses and habitats, writing persuasive written pieces on the environment or the historical changes of land uses, there are countless opportunities for geography to show it is the glue that holds the curriculum together.

"Geography teaching and learning should be an enjoyable, creative, stimulating and magical experience for pupils and teachers alike."

Geographical Association

Implementation

- In EYs geography is woven throughout the specific area of Understanding the World. The element of UW is planned using a medium-term planning template and a short-term provision plan. Across these documents the following aspects are identified:
 - Pre-learning discussions.
 - Details of the "wow" starter and learning "end point"
 - The learning sequence of lessons
 - Key vocabulary and questions.
 - Activities for each of the school's 4 C's drivers

Within key stage 1 and 2, units of work are planned using a medium term planning template which identifies:

- Overlearning and pre-learning activities
 - Details of the "wow" starter and learning "end point"
 - Objectives to be taught - separated into substantive (red) and disciplinary (blue) content
 - Key knowledge statements (remembering sentences) to be taught in the unit
 - The learning sequence of lessons
 - Key vocabulary to be taught - separated into horizontal and vertical vocabulary
 - Activities for each of the school's 4 C's drivers
- Learning is planned sequentially to enable children to build upon prior learning and to acquire new knowledge over the duration of the unit.

- Lessons will be blocked to enable children to become fluent in their knowledge, allowing them time to immerse themselves in new learning.
- At the beginning of each unit of work, children will complete an over-learning recall activity to retrieve essential knowledge from the previous years topic. This should identify any gaps in knowledge, enabling the teacher to provide additional support for children who have gaps in their previously acquired essential knowledge.
- Children complete a pre-learning activity prior to the topic being taught. This identifies the essential knowledge children already know and enables teachers to provide additional support or challenge throughout the unit for individual children.
- The essential knowledge identified in each unit provides the basis of the knowledge sentences (remembering sentences) to be shared with children. These are chanted and referred to throughout each lesson, helping the children to store this knowledge in their long term memory.
- Essential knowledge and vocabulary should be displayed in the classroom and included on learning slips in children's books.
- To deepen understanding, disciplinary knowledge enables children to interpret and reason their substantive knowledge across a range of different contexts.
- Vocabulary is split into vertical and horizontal deepening. Vertical deepening enables children to learn new vocabulary within the unit, building upon previously learnt vocabulary each year. Horizontal deepening enables children to see how the vocabulary can be used in a range of different subjects and contexts.
- Within the school's 4 C's (Communication, Collaboration, Creativity, Community) a balance of activities are provided to help support the learning of fundamental British values. They also support the provision for personal development and in enhancing children's cultural capital within the subject.
- Following each unit of work, children complete the pre-learning activity containing the essential knowledge for the unit. This occurs 2 weeks, 6 weeks and 12 weeks after the unit has been completed. Recalls provide opportunities for children to recall previously learnt knowledge and for teachers to track their progress. During these sessions, any gaps in knowledge are discussed and children are supported in remembering. This is done in an appropriate, age-related way and work is then personalised to meet the needs of all groups of learners.
- We endeavour to enrich their time in school with memorable experiences where appropriate, providing opportunities that are normally out of reach.

Impact

- The pupils in Early Years reflect on their learning by looking through their Learning Journey's and through class discussions. The 3 R's (Recall, Remember and Reflect) support the children throughout the year to know more and remember more.
- Observations in Early Years support the termly assessment of pupils and end of year judgements in UW.
- The 2/6/12 week recalls support the assessment of children. Results are added to tracking grids which, over the year, help to support an end of year judgement geography.
- A subject monitoring week is conducted every year. This ensures that the geography leader has a clear understanding of the strengths and weaknesses of how geography is being delivered throughout the school. This monitoring week includes:
 - Learning walks
 - Book scrutiny
 - Planning scrutiny
 - Data/ assessment scrutiny
 - Interviews with children

- From this, the strengths and AFI's for the subject are developed and communicated to all staff and governors. Any immediate actions will be put into place quickly. Medium/ long term actions will be added to the School Improvement Plan.
- Work moderation within the subject is completed once a year. Teachers have the opportunity to share examples of work and check the accuracy of their teacher assessment judgements.

"Plant Earth is our home. It is awesome, diverse, inspiring and ever changing. Studying geography invites us to participate more fully in the excitement, enjoyment and challenge of this dynamic world." **QCA**