

Inquiry - Geography



INTENT

At Leverhulme Primary School, we believe Geography inspires a curiosity about the Earth and its people. Our geographers inquire into the world and the things that are in it, how they started and how they have changed. They use geographical skills to gain knowledge and understanding of diverse places, people, resources and environments around them, gaining an appreciation of human and physical characteristics. Children investigate a range of places – both in Britain and the wider world- gaining an excellent knowledge of where places are and what they are like. They are provided with opportunities to investigate and make inquiries about their local area of Bolton and Manchester so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We are developing the children's ability to apply geographical skills and key vocabulary to enable them to confidently communicate their findings, whilst continually recapping and developing their knowledge of the world's continents, countries, oceans and seas.

IMPLEMENTATION

Our Geography curriculum is created through a whole school overview where skills, knowledge and vocabulary are broken down into progressive learning objectives. During each topic, children are given opportunities to practise locational knowledge through a use of atlases, globes and a range of different maps. Using geographical skills, they explore the human and physical features to develop a sense of place.

Each year group studies a UK, Europe and North or South America topic, ensuring the children have a well-rounded understanding of the world by the time they reach the end of Year 6. These units build upon each other each year, providing children with a deep understanding of each place studied.

PLANNING

As part of the planning process, teachers must do the following:

- Use the whole school geography topic overview to plan individual lessons, ensuring each topic planned covers all of the elements-locational knowledge, place knowledge, human and physical features and geographical skills.
- Plan lessons that immerse children in what a place is 'like' (sense of place) through photographs, video clips and creative days, enabling them to experience different cultures and traditions.
- Ensure the vocabulary stated on the overview is made explicit throughout lessons and are displayed on working walls.
- Read the key knowledge organiser (KKO) for the new unit which outlines skills, knowledge and vocabulary.
- Carry out a pre-assessment before planning the individual lessons.
- Allow children to present their knowledge in a creative way.
- Give children the opportunity to speak about their learning journey and end pieces, encouraging them to share their knowledge and use key vocabulary.
- Ensure children are given lots of opportunities to use maps, globes and atlases to aid their learning.

Whole School Overview

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our Local Area - Bolton			The United Kingdom (Europe)		Canada (North America)
Year 2	UK & England			Northern Ireland & Belfast		Hawaii vs New York
Year 3		Our Western Europe Neighbours		Mountains - The Rockies		Coasts - Wales & Scotland
Year 4			Rivers Physical features	Amazon Adventures		Exploring Central and Eastern Europe (including Russia) Compare to UK
Year 5		European Geography - Italy, Greece & Croatia		The Ring of Fire - California & Mexico	A study of Fairtrade and trading between countries in Europe and North/South America	
Year 6	How do I connect with the world? World geography, connections with other places (PSHE link)	Exploring Scandinavia Fjords, Mountains and Archipelagos Exploring the Land of the Vikings Key physical and human geographical features				South America/ Peru The Andes Key physical and human features of mountain areas

LESSON STRUCTURE

The school uses a variety of teaching and learning styles in lessons. Our principal aim is to develop the children's knowledge, skills and vocabulary in Geography. Teachers must ensure that they are modelling the skills competently and using key vocabulary throughout. The children must be clear as to what skill they are learning and why. Each lesson should recap previous learning and make links from the units covered in prior year groups to ensure the children can confidently talk about their knowledge of the world. Where possible, all four aspects of geography (locational knowledge, place knowledge, human and physical features and geographical skills should be evident in each lesson.

Fieldwork

The national curriculum for England recommends that use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

We have a Fieldwork overview that details where each year group will visit and this should be planned in advance and risk assessed. A question to investigate is to be decided with the children beforehand, which the fieldwork tasks will be carefully planned around in their fieldwork booklets. These will include tasks to carry out before, during and after the trip, including mapping, sketching, observing and presenting data in which they can evaluate.

Fieldwork	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	School Grounds Field Work – Plotting Weather Change					
Year 2	Local study: Leverhulme Park (human & Physical features – field sketches)					
Year 3	Walk to the church (Following an OS map)					
Year 4	River Walk – exploring river features					
Year 5	Local Study: Seven Acres Park (rivers and land changes – contrasting localities)					
Year 6	Local study: Manchester					

LEARNING ENVIRONMENT

Classrooms should have a Geography working wall, reflecting current or most recent learning. This should include new and unit-specific vocabulary, examples of children's work including the teaching of the skills and knowledge of places. Alongside this, classrooms should have a map of the UK and a world map, which should be used cross curricular as well as during geography lessons. For example, the place setting of a book could be located or the country being studied in History, e.g. Egypt.

RESOURCES

We have a wide range of resources to support the teaching of Geography across the school. Our Geography cupboard contains a range of atlases, globes and compasses.

ASSESSMENT & TRACKING

Assessment is an important tool used in all subjects across the curriculum. Like reading, writing and maths, pre and post assessments are used to find gaps before children start a unit of work and to look at how much they know at the end of the unit. From this, any gaps are identified and these would be plugged through starter activities, during teaching, in additional sessions or when a subject is closely linked somewhere else in the curriculum.

Foundation subjects are assessed through post-assessments throughout the year (see details of how this is specifically done in Geography below) and a final teacher assessment/judgement at the end of Summer 2, where the subject is assessed as a whole using information collated throughout the year to make an overall judgement. This is done for every non-core assessment. Children are recorded as 'JA' or 'At' for their year group.

- **JA** – demonstrating that they have been taught the curriculum and have demonstrated some of the features of this year group's expectations, including some, skills, knowledge and vocabulary.
- **At** - demonstrating most (or indeed all) of the features of this year group's expectations for the subject, including, skills, knowledge and vocabulary.

The assessment for non-core is recorded on Sonar, following the steps below.

- Log into Sonar
- Select 'assessments'
- Select 'primary summative'
- Select Year Group and Class
- Change 'core subjects' to 'foundation subjects'
- Select subject and choose JA (Just At) Or At (Securely At)

Furthermore, an analysis form is completed for non-core subjects (see Teaching and Learning Handbook). Staff complete the % of children working at 'JA' and at 'At', as well as, notes on strengths and next steps. This information can be related to individuals, groups of pupils or whole class themes. The analysis form is passed up to the next teacher to inform future planning and to build on prior knowledge.

IMPACT

Our Geography Curriculum is high quality, well thought out and is carefully planned to build on and cover the UK, Europe and North and South America over the course of children's primary school journey.

Overall, we aim for our Geography curriculum provide children with geographical skills to gain knowledge and understanding of diverse places, people, resources and environments around them, gaining an appreciation of human and physical characteristics and this is measured against our geography end points.

The impact of our Geography curriculum is measured in a variety of ways:

- Questioning and listening to child-led discussion across the school (pupil voice).
- Monitoring of lessons by the subject team and providing staff with feedback.
- Evidence in books and floor books.

By end of the Geography curriculum at Leverhulme Community Primary School, our children will:

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- Know that they can use their voice to express themselves and their opinions.
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.