GEOGRAPHY ON A PAGE

WHAT WE TEACH AND WHY – (intent)

Our school values – The 6 Rs underpin everything we do at RA Butler Academy Schools. The core values are promoted through the skills of Geographical enquiry both as individuals and in collaboration with others. The children are encouraged to be resourceful and respectful when organising equipment or fieldwork and to be resilient, reflective and risk-taking when studying the effects of human interaction with the physical world or comparing two differing locations. Being articulate is an essential skill of geography whether this is using a range of technical vocabulary to discuss geographical processes or in detailing their ideas and observations over a wide range of geographical concepts.

Design, content and sequencing – The Geography Progression Document and Long Term Overview Grid detail the skills and knowledge content taught across the school. The Geography progression map and long term subject curriculum plan detail the skill and knowledge content taught across the school. Our Geography curriculum is designed to be inspiring and give the children a wide range of learning opportunities and experiences whilst ensuring that key concepts and knowledge are covered effectively. Key skills are developed over the years through a programme of revisiting and building on current knowledge. Topics are linked to other areas of the curriculum to ensure that practice reinforces new concepts and learning is purposeful. Fieldwork opportunities exist in every year, some of which are specific to Geography and some of which allow for cross-curricular links and these enable the children to become independent geographers. Specific vocabulary is introduced in a coherent manner and we ensure sufficient knowledge and skills for future learning are taught. Real context links to topics are used so that there is a clear purpose for learning.

Geography is taught in blocks as we feel that this aids retention. The key themes are based on the National Curriculum but we have also identified 5 strands in addition to the specific geographical skills taught. The whole school strands are: climate/weather, environment, settlement/population and in KS2 we also include trade and resources. Each teaching block has explicit links to the specific strands taught which will enable progression in each area and links to be made both within an academic year and also between topics taught in previous years. In addition, each Geography unit plan has specific SMSC objectives so that children can begin to broaden their knowledge of their place in, their effect upon and their relationship to the wider world.

Knowledge Organisers importantly act as a point of reference for vocabulary and may also summarise key learning. They should be used and referred to in every Geography lesson and are also shared with parents. Every unit has a knowledge organiser but there may be some overlap of vocabulary to ensure memory retention. The vocabulary progression document details the key vocabulary to be taught each year and it is from this that the language for the knowledge organisers is selected.

Throughout the course of their school experience, the children at RAB have the opportunity to experience a wide variety of geographical fieldwork activities, many of which offer cross curricular links, including orienteering (linking with PE), weather station monitoring (linking with science), traffic surveys and environmental monitoring (linking with maths), route-finding in the local area and our residential which focusses on the coastal processes evident in Norfolk. Much of our fieldwork takes place within our local area and so the children become more invested in the community as a result of this.

Support – We provide an equality of opportunities for all in-school experiences and trips as well as scaffolded classwork. Knowledge Organisers are also used to offer support and are readily available to be used as a reference tool throughout every lesson.

HOW IT'S TAUGHT – (implementation)

Strategies are used routinely by teachers to enable the children to embed their learning into their long term memory. These strategies are based on a range of techniques connected to retrieval practice including the use in lessons of knowledge organisers, low stakes quizzing, interleaving and annotated visual representations of information. We use active learning techniques which teachers employ in the classroom to complement learning and give all children the opportunity to become actively engaged and to articulate their understanding. We ensure that the children have ample opportunities to use maps and interpret data as well as encouraging them to be curious with their questions and observations when studying other areas of the world.

We aim to keep the learning pace of all children at the highest level and ensure there is no 'glass ceiling' for any learner. We have a school wide focus on developing the children's knowledge and use of tier 2 and 3 vocabulary. We have developed a vocabulary progression document that details the key vocabulary to be taught within each year group, as well as listing previously taught words to enable retrieval practice. The teachers actively encourage the use of this vocabulary within the class using 'framed' sentences.

Each topic studied builds towards an end-of-unit outcome, be that through mapping, data interpretation or an extended piece of writing. Throughout lessons, there is immediate verbal feedback, encouraging children to extend their thinking and reasoning, helping to develop links between each other's contributions and observations. End of lesson tasks or initial warm up activities such as 'Quiz, Quiz, Trade' or 'Odd One Out' ensure that children are regularly being asked to use their recent learning to consider statements or possibilities in a variety of scenarios.

Pupils are also asked to reflect on their learning each lesson by recording in their book, using Tier 2 or 3 level vocabulary, something that relates to the key question for that lesson e.g. I discovered that settlements were built in places where the soil was fertile, there was a good water supply and there were plenty of trees for building.

Throughout their Geography learning the children are asked to demonstrate their 6Rs, from being articulate when explaining similarities and differences between two locations, reflecting on the impact of human settlement upon the local and global environment to demonstrating respectful relationships when working in the community conducting fieldwork.

WHAT WE SEE AS A RESULT – (impact)

Progress and outcomes: Progress in learning and skills are laid out in our Progression and Vocabulary documents. Teacher and co-ordinator observations monitor outcomes and regular reflection on our planning and children's work help to ensure continuity of progression throughout the school.
Responses to Key Questions in books: Pupils regularly engage well with key questions and can reflect on their learning at the end of each lesson with the key question in mind. They learn to be confident in their responses as they gain experience and not afraid to pose more questions as a result of their learning.
End of unit outcomes: The pupils enjoy, with the support of ongoing consolidation and discussion, being able to demonstrate their learning articulately in a rounded, well presented final piece of work. Knowing that this work takes a variety of forms, sometimes outside the classroom, is an added incentive to do their best work.
Child perception and opinion: Many of our pupils attest to enjoying this subject, the variety of subject matter and the wider, global view that the lessons provide. The links between units of geography and between those and other subject areas enable the children to make links in the broadest sense.
Monitoring and Evaluation: Drop-in observations, book looks and interviews with children. Feedback was also taken from the CPD sessions.
Standards: Geography standards are good in the school. Children have good recall of learning and progression through taught units is clear. Children benefit from the cross-curricular links which reinforces taught concepts.

How do you ensure that teachers have the necessary expertise to teach your subject? **You could mention CPD you have delivered, any support you have provided for colleagues…**

Subject leader Action Plan for 20xx- 20xx	
Subject:	**Subject Leader:**

Objective Priorities for 2020-21 (linked to raising standards/link to data if relevant)

1.

2.

3.

Action	Linked to obj above (insert no)	Intended Impact/Success Criteria	Costed support (please detail exact costs of any resources needed to support the linked objective)

Evaluation

End of Autumn term:

End of Spring Term:
End of Summer Term
Identified Priorities for Next Year

