

Teaching and learning of: Geography

INTENT	At Hook-with-Warsash C.E. Academy we encourage and aim for children to explore and make sense of the wider world with an emphasis on geographical knowledge and skills whilst piquing their curiosity and fascination about the world and it's people through rich and exciting topics. Our high quality geography curriculum comes from the National Curriculum and we follow Hampshire Geography planning units. It is planned as a 7 year journey across the school and inspires children to find out about the world and its people. It equips our pupils with knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. They will grow their knowledge about the world, helping them to deepen their understanding of the interaction between physical and human processes, the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.		
	Knowledge We follow the units of work from the Hampshire planning model based on the National Curriculum and the Early Learning Goals. Each unit of work recaps and then builds on prior learning so that all pupils are able to secure and embed their geographical knowledge as they move up the school. Knowledge is split in to Locational knowledge, Place knowledge and Human and Physical geography. Pupils will become competent in the Geographical Skills needed to: collect, analyse and communicate about a range of data gathered through fieldwork. Interpret a range of geographical sources, including maps, diagrams, globes, aerial photos and GIS. Communicate geographical information in a variety of ways, including maps, numerical and quantitative skills and writing at length.	Mastery We aim to develop a mastery approach to Geography through acquiring a deep, long term, secure and adaptable understanding of the subject and the skills within it. There are certain principles and characteristics which characterise this approach. They are: • An expectation that all pupils are capable of accessing Geography lessons. • An expectation that all pupils are capable of achieving high standards in Geography. This is realised through high quality teaching, a consistent teaching approach throughout the school, encouraging questioning and enquiry, nurturing problem solving when issues arise and supporting the skills, knowledge and understanding that are required at all the different stages of Geography curriculum. • The majority of the pupils progress through the curriculum content at the same pace. Challenge is through encouraging high quality outcomes, allowing independent problem solving, stimulating child questions and encouraging children to think about links they can make to other 'Big Questions'. • An expectation that all children can achieve success in all the different Geography skills and knowledge areas through their time in school. This is made possible by following the National Curriculum and Hampshire Geography Planning.	Vocabulary Pupils will be exposed to, and will use specific geographical vocabulary. Geographical vocabulary is explicitly shared, clarified and modelled within each unit. Pupils are then actively encouraged to use the vocabulary accurately in their verbal and written work.

IMPLEMENTATION	Our pupil's geographical learning is implemented through 3 half termly units a year from Year 1 to Year 6 and through Topics which cover Understanding the World and Space, Shape and Measure in Year R. Our pupil's learning starts with the familiar in Year R and 1 and slowly builds outwards, from Warsash, to the UK, to other countries and regions of the world including both terrestrial and marine. Their understanding of how they and their local area fit into the wider world is therefore gradually accrued. Understanding of physical geography starts with the familiar through exploration of the school, its grounds and the local area in Year 1 and 2, before developing understanding of less familiar geography such as mountains and earthquakes in Year 4, features and journey of a river in Year 5 and Volcanoes in Year 6. More in depth studies allow children to develop their understanding of the interactions between physical and human geography with units on La Plagne in Year 3, Brazilian Rainforests in Year 4, Natural resources in Australia in Year 5 and Copacabana in Year 6. Subject specific vocabulary is planned for and the progression of this between Year groups and Key Stages is implemented by teachers. CPD is via Hampshire training and network meeting for the Geography manager who then disseminates to staff through: staff meeting time, help with planning and general discussions about Geography.		
	SEND / Disadvantaged The Geography curriculum is adapted to meet the needs and styles of all learners. A variety of teaching and learning strategies are used to ensure that all pupils can achieve, including: • The use of small step learning, • The use of teacher as scribe to enable ideas to be captured • The use of technology to enable all learners to participate • Partner work • Breaking down the steps involved • Now/Next cards • Visual reminders • Catch up cards or instruction support sheets • Sentence frames during the written aspect e.g. evaluation • Task design/outcome adapted for specific individual needs	EYFS The EYFS long term plan follows the EYFS Framework and has been devised to ensure a secure understanding of geography through Understanding the World and Mathematics, shape, space and measure. We recognise that this is a fundamental building block for all subsequent Geographical concepts. Approaching this through story and play are key ways to ensure that children are accessing the diversity needed to develop and understanding of the diverse world around them.	Feedback, Questioning and Discussion Feedback is given at the point of teaching and may be written or verbal and in a manner which moves learning forward or helps to embed learning. Questioning and discussion play a vital role in helping children progress with their learning. Misconceptions are dealt with in a positive manner in order to develop resilience and confidence.

IMPACT	When pupils leave Hook-with-Warsash C.E Academy, their learning in geography will have equipped them with knowledge and skills to understand diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Their gained knowledge of the world will have helped them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments as well as an increased passion of our role and responsibility in caring for our planet. The knowledge, skills understanding and approaches that the children learn over 7 years at Hook-with-Warsash C.E Academy will help them to explain the interconnectivity of Earth's features and how they are shaped over time.		
	Pupil Voice	Evidence in knowledge and skills	Breadth and depth
	Pupils will be given opportunities to feedback on their experiences in geography through discussions and reflection on their work. Success is judged on whether pupils are positive, confident and actively engaged in geography and able to recall prior learning and identify progress.	Progress is clear throughout the year. Pupils complete a unit often with a conclusion to a big question, this allows the teacher to see if they have understood the work. Record of assessment is kept through assessment forms which are completed at the end of a unit of work stating whether the child is WTS, ARE or GDS for that given unit. These are used to develop planning in Geography, focussing on next steps and what support is needed. At a whole school level, we look for trends which could inform future actions, plans and interventions.	The curriculum builds spirally throughout the children's 7 years at school. Place Knowledge and locational are built upon year on year. Vocabulary grows along with these. Fieldwork skills develop from being teacher led questions and conclusions through to child led questions and conclusions over the 7 years.