Parkland Primary School

Learning together

Geography Subject Policy

Subject Leader: R Rowell

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Rationale

This policy outlines the intent, implementation and intended impact for the teaching, leadership and assessment of Geography at Parkland Primary School. The school's policy for Geography follows the 2014 National Curriculum Framework and the Early Years Foundation Stage Framework.

Our Mission

At Parkland Primary School, we believe that every child in our school community should have *Limitless Learning* opportunities. We all have the ability to succeed and our school works hard to ensure that our pupils can *Discover their Potential.*

Our Values: Grow, Believe, Achieve, Succeed

Intent

At Parkland Primary School we have worked together to create a shared language for learning (Appendix 1). Underpinning this and all curriculum design is our whole school definition of learning: ***'Learning is the process of building on and strengthening the connections in your brain.'***

A high-quality Geography curriculum should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of 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

Aims of Geography knowledge-led curriculum:

To ensure that all pupils:

- *develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes*
- *understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time*

Ensure that pupils are competent in the geographical skills needed to:

- *collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes*
- *interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)*
- *communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.*

At Parkland Primary School, teachers work collaboratively using subject progression maps and knowledge mapping to coherently plan and sequence learning journeys designed to allow our pupils to gain cumulatively sufficient knowledge to ensure they are ready for the next stage of their education.

Curriculum Drivers

At Parkland Primary School, through the delivery of a high-quality knowledge led Geography curriculum we aspire for our pupils to be…

CONFIDENT LEARNERS through…

- Allowing pupils to have high aspirations and achieve their personal best.
- Providing exceptional opportunities for pupils' personal development.
- Developing the characteristics of confident individuals.

SUCCESSFUL LEARNERS through…

- Culturing a lifelong love of reading.
- Challenging, motivating, inspiring and leading pupils to a lifelong interest in learning.
- Preparing pupils for the next stage in their education and for the world of work.
- Providing the essential knowledge, skills and cultural capital they need to succeed in future learning and life.

RESPONSIBLE CITIZENS through...

- Promoting local, national and global awareness through the curriculum and understanding of their role in building a sustainable world.
- Promoting British Values to ensure pupils are fully prepared for life in modern Britain.
- Offering a wide range of rich experiences in the curriculum and wider curriculum for personal development.

Implementation

How Geography is planned and taught:

Teachers work collaboratively to plan Geography using the learning journey planning format (Appendix 2). Geography is planned using progression maps and knowledge mapping to ensure teaching is designed to help learners to remember, in the long term, the content they have been taught and to integrate new granular knowledge into larger concepts.

For the wider curriculum we block learning and re-visit practice over time through a spaced practise approach (Learning Scientists, 2016) as research suggests this will lead to better long-term retention of knowledge. Retrieval practice is a fundamental part of our Geography curriculum as it is proven to strengthen memory and make it easier to retrieve the information later (Rosenshine, 2012).

Opportunities for retrieval practise occur in two places in the curriculum:

- **Daily review** to activate prior learning forms the start of most lessons.
- **Retrieval practice** of non-negotiable taught knowledge will happen on three separate spaced occasions away from the point of teaching the topic. This should support children in securing long-term knowledge acquisition.

EYFS:

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The skills taught across EYFS feed into the geography curriculum but are not taught as subject specific knowledge and skills. The most relevant early years outcomes for Geography are taken from the areas of learning within "Understanding the World".
The knowledge and skills needed to achieve these outcomes are taught mostly through children playing and exploring during continuous provision times in the day. Teachers deliberately plan enhanced activities which give opportunity for children to learn through their own discovery. Some elements of Understanding The World are taught through English lessons which link to half-termly topics.

KS1

At KS1 pupils should develop locational and place knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Teachers plan and use knowledge organisers to map out learning. These can be used to support quizzing where teachers check which knowledge components have been remembered and identify where further practice is required.

Within KS1 Phase Geography units will be taught as set out by the Discovery Schools Trust "Big Ideas" planning document, in topics that are designed by staff to meet the targets set out in the National Curriculum. Each topic is planned and taught in no more than six lessons, to provide deep learning opportunities. Within KS1 staff will ensure that KS1 Geography National Curriculum expectations will be covered within the phase, in line with the coverage set out in the school progression mapping.

KS2

At KS2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Within KS2 Geography units will be taught as set out by the Discovery Schools Trust "Big Ideas" planning document, in topics that are designed by staff to meet the targets set out in the National Curriculum. Each topic is planned and taught over no more than six lessons, to provide deep learning opportunities. which includes outcomes lessons and quizzes that provide opportunity for teacher assessment.

- Within the LKS2 phase, staff will ensure that KS2 Geography National Curriculum expectations will be covered to build on the prior knowledge from KS1, with reference to the progression document. Use of the progression document ensures that the curriculum content is planned and sequenced so that new knowledge and skills build on what has been taught before in KS1.

- Within the UKS2 phase, staff will ensure that KS2 Geography National Curriculum expectations will be covered to build on prior learning in LKS2, with reference to the progression document. Use of the progression document ensures that the curriculum content is planned and sequenced so that new knowledge and skills build on what has been taught before in LKS2.

Phase and subject leaders are responsible for ensuring that the mid-term planning in each phase mirrors the intended progression of knowledge and skills mapped out for each Phase in the progression document. Therefore, ensuring previous content supports subsequent learning and pupils are equipped with the knowledge necessary for the next stage in their education and that the full content of National Curriculum is taught before children leave Parkland Primary School.

Effective teaching of Geography:

Parkland Primary School prides itself on being a research informed school. Following staff training on Rosenshine's Principles in Action (Sherrington and Caviglioli, 2019) teachers are expected to actively present material and structure lessons using the ten principles of instruction below. These principles not only facilitate the memorising of information but allow pupils to understand it as an integrated whole, and to recognise the relationships between the parts. This **does not** mean that every lesson needs to follow the exact structure or sequence and this is **not** intended to be used as checklist for each lesson; these elements can occur at different points in a lesson, or over a sequence of lessons, and can be integrated in different ways and at different times.

Principles of Instruction:

1. **Daily Review** – lessons begin with a short review of previous learning to re-activate recently acquired knowledge.
2. **Present new material using small steps** – recognise the limitations of the working memory by breaking down concepts and procedures into small steps.
3. **Ask questions** – teachers need to ask large numbers of questions to check for understanding
4. **Provide models** – a central feature of giving good explanations. These may include concrete models to aid abstract concepts, worked narrative examples modelling a process
5. **Guide student practice** – give time to guide student practice supported by modelling, corrective feedback and re-teaching where gaps remain.
6. **Check for student understanding** – teachers use their questioning to ascertain from as many children as possible what they have understood? A range of questioning strategies below can be used to do this (see below).
7. **Obtain a high success rate** – teachers need to engineer a high success rate (around 80%) where children are reinforcing error-free, secure learning, improving fluency and confidence providing a platform for independent practice. However, it is still important pupils are challenged here (a success rate a 90%+ is too high).

8. **Provide scaffolds for difficult tasks** – temporary aids may be required to support children in developing a level of independence but are withdrawn at the right point so that pupils don't become reliant upon them.
9. **Independent Practice** – here teachers need to construct learning so that students are able to do challenging things by themselves without help. It is important that the material that students practise is the same as during guided practise for appropriate levels of success to be secured
10. **Weekly, Monthly and Termly Review** – to ensure that previously learned material is not forgotten and break the forgetting curve. A variety of retrieval techniques can be used to do this.

Questioning Strategies used at Parkland Primary School:

- Whole class response: choral, whiteboard, ABCD, thumbs up + down for true or false
- How do you know? Justify Why?
- What's the same? What's different?
- Mathematical Superheroes: Captain conjecture, Ace organiser, Canine the Convincer, The Classifier, The Specialiser, The Visualiser and Excellent Expressor
- Think – Pair – Share
- Cold call (no hands up)
- No opt out (bounce back if a child isn't able to answer initially)
- Probing questions (staying with a child to probe deeper to check understanding)
- Say it again better (ask children to rephrase answers a second time to build a deeper, high quality answer)
- Agree, Disagree, Add your own… (to structure class discussion around a question)

Inclusion and Equal Opportunities (challenge for all):

In line with our mission statement, we believe every child will have equal opportunity to achieve their full potential and access an ambitious and coherent curriculum that leads to deep learning and an understanding of a sustainable world. Regardless of race, gender, cultural background, ability or Special Educational Needs or Disability.

If a child has a special educational need of disability, we will do our very best to ensure we meet that child's individual needs when accessing the Geography curriculum. We comply with the requirements set out in the SEND Code of Practice. If a teacher has concerns about the progress of a child, then they will liaise with the in school SENDCO to arrange appropriate assessment of need and set up personal provision through initially writing a Personalised Provision Plan. In some cases, where the demands of the curriculum may be too much, this may involve the use of PIVATS targets to track small step progress for this child or differentiation within the classroom environment to meet the needs of that child.

Impact

Assessing Progress

Formative Assessment:

Pupils' progress will be assessed using regular formative assessment in lessons through strategies such as whole class questioning, regular retrieval practice, quizzing, independent learning tasks and assessment of work in books and feedback through marking in line with the school marking policy.

- Each learning journey block will be assessed formatively at the end of a unit through a high-quality independent skills application outcome, where children apply core content taught in that block within an assessed piece of work. This is assessed by teachers using an assessment matrix to assess this work.
- Assessment is also done through the use of a knowledge-based quiz. Teachers will use this assessment to provide further feedback or re-teach concepts where necessary to close gaps and ensure pupils have mastered the curriculum content at that point.

Summative Assessment:

Assessing long-term learning:

The identified non-negotiable knowledge for Geography, for each learning journey, will then be re-tested through a knowledge-based retrieval task. This will happen on three separate spaced occasions (at the end of the unit – then one month later, one half-term later and one year later) to secure long-term knowledge acquisition and be used for more summative purposes.

Skills will be sequentially re-visited and built upon due to the coherently planned and sequenced progression mapping across the school.

Tracking Pupil Progress:

- Pupil progress within the subject will be tracked through the use of low threat knowledge-based retrieval tasks at the end of each unit taught.
- These retrieval tasks will be revisited a month after the unit is completed and again a term after the unit is completed to assess retention of knowledge taught.
- Previous year group retrieval tasks to be completed in retrieval lessons in Aut1 of the following academic year, (e.g. Year 5 retrieval tasks to be completed in Aut1 of the next academic year in Year 6).

Individual progress is reported to parents through two termly Parents' Evenings and an end of year report.

References:

Rosenshine. B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American Educator*, 36 (1) p12-19.

Sherrington, T. and Caviglioli, O. (2019) *Rosenshine's Principles In Action*.

The Learning Scientists (2016). [Posters and Blogs]. Available at: https://www.learningscientists.org [Accessed 6 Sep. 2019].

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