Teaching & Learning

Geography

1. **Key Principles**

    - For pupils to understand where they have come from and to understand their place in the world.
    - To inspire in pupils a curiosity and fascination about the world and its people.
    - To educate pupils about geographical discoveries of the world, about natural and human environments, people, places and physical and human processes.

2. **How our approach is informed by Pupils, Parents/Carers & Staff/Governors**
   Consultation with and feedback from pupils, parents, carers, staff and governors told us:
    - Children are aware of skills being taught through shared learning objectives.
    - Children are able to progress independently and be challenged through shared success criteria.
    - Parents are aware that more geography is being taught through the conversation they have having with their children, displays and from looking at books.
    - Parents are becoming more involved in topic based homework projects.
    - Staff are clear on how to use the progression of skills document to aid planning.

3. **Coverage Statement**
   Geography topics and projects are based around The National Curriculum programmes of study for pupils in KS1 & KS2. The programmes of study are further clarified using guidance resources from Focus Education, REAch2 and experienced teachers at The Palmer Academy. Using these resources, teachers plan sequences of lessons, projects and topics during the year so that all children have investigated the full National Curriculum for Geography by the time they have reached the end of KS1 or KS2. By the end of KS2 children at The Palmer Academy will be able to choose the type of map/ atlas they need to use to find out information.

Resources

Topic boxes with resources for each year group are labelled and stored in the PPA room. Each class is supplied with a World map and a globe for practical reference. These include age appropriate atlases, a series of maps, compasses and other practical resources.

4. Planning

Teachers plan exciting and engaging lessons, projects and topics that support all children in making good or better progress from their starting points, towards age related expectations. Teachers hold an awareness of what is to be covered each key stage, year, term and on a project or topic by topic basis and this is shared with pupils, parents and school leaders each term.

In line with the schools overall approach to teaching and learning, Geography lessons, projects and topic plans are informed by:

- The need to create early experiences that elicit assesments of children's prior knowledge, skills and understanding, including the questions and misconceptions that they hold about key concepts and constructs.
- That these early experiences themselves must motivate and enthuse children, drive curiosity and make further investigation of their own learning, and that of others irresistable. By having a practical application such as using maps and atlases children will be enthused to find out more about places around the world. This will be supported in KS1 and EYFS by small world areas where role play activities can occur.
- The necessity to develop all children's enquiry-based skills alongside the knowledge and understanding laid out by the National Curriculum programmes of study and support resources.
- The need for children to understand the relevance of their learning to the world in the past, present and future, and how this helps them find similarities and differences between their experiences and those of others locally and across the world.
- The need for children to reflect upon their learning and maintain an up to date record of changing understanding of concepts and constructs.
- The principles of enactive-iconic-symbolic (practical resources-images-codes and symbols) in developing conceptual understanding across project or topic and dealing with misconceptions and challenges in individual lessons.
- The value of feedback from teachers, teaching teams and peers in promoting positive learning behaviours.
- The role of Geography in promoting Rights' Respecting behaviour with the aim to expose our children to the fact that children all around the world do

not necessarily enjoy the rights that our children have and to enable the children to identify the differences.

- The specific needs of individuals and groups of pupils including those with SEN, EAL or disadvantaged as highlighted in IEPs, Behaviour Plans, EHCPs and other records of professional, parental and pupil consultation.

5. Teaching & The Learning Experience

Geography lessons at The Palmer Academy offer great learning experiences every day by ensuring that:

- The classroom environment supports the development of autonomy and independence when choosing and using independent resources.
- Learning walls and other displays make links between concepts, sign post new areas for investigation and celebrate achievement.
- Dialogue at all levels promotes the sharing of ideas between staff, pupils and peers.
- There is a balance between teacher direction, independent tasks, group collaboration, practice and reflection time to ensure that new concepts are thoroughly understood.
- Key questioning ensures that children feel confident to talk about their ideas and that misconceptions are addressed appropriately.
- Differentiated support informs routines, tasks and resource provision to enable all children to make good progress.
- Children are prompted to record their learning and reflect upon their own prior learning and that of others to share good ideas and challenge differences of opinion.

6. Marking, Feedback, Assessment & Reporting

- Children receive feedback in line with the school's Marking and Feedback policy every day to ensure that achievement is celebrated, learning is consolidated and next steps for learning are highlighted and responded to.
- Next steps, and the dialogue surrounding them, are clearly visible in each child's Geography book at all times.
- Teachers maintain a routine awareness of whether children are likely to be assessed as below, within, or above expectations at the end of each academic year and whether their progress from their starting points in Geography is below, on-track or better than expected.
- Teachers track progress towards the school's end of year performance indicators on a termly basis using a best-fit model supported by a range of assessment materials including tests and sample tasks.

- This information is recorded in the school's online tracking system, O-track, and is discussed alongside more qualitative evidence of progress and attainment in consultations with pupils and parents at fixed times during the year. These records also contribute to conversations with school leaders as part of the quality assurance monitoring of the school.
- Parents receive a report at the end of the year celebrating their child's successes in learning Geography alongside an indication of progress and attainment against local and national expectations.

7. Celebrating success, sharing strengths and communication key information

- All information about Geography for teachers is held on the schools shared network drive.
- Each year group publishes the projects and topics on the school website, alongside links to any online resources that will be investigated across each academic year. See year group, curriculum and learning wall pages at www.thepalmeracademy.com.
- Day to day updates of exciting events and news are posted to twitter @R2PalmerAcademy.
- Whole school trends in strengths and areas for development in the teaching and learning of Geography at The Palmer Academy inform the schools self-evaluation (SEF) and strategic development plan (SDP). A summary is published in a termly SEF for parents.
- Teaching teams, phase leaders, subject leaders and SLT analyse pupil performance in Geography on a termly basis, paying close attention to and making good use of developments in:
    - The proportion of children demonstrating knowledge, skills and understanding at age-related expectations
    - The proportion of children making good and/or better progress
    - Comparisons between key groups: boys, girls, those economically disadvantaged, with SEN, EAL, and other children
- The Humanities leadership team report key information, including that above,to governors, including the Humanities link governor, as part of the governor monitoring timetable.

8. Subject Leadership Team

Mrs Schroder

9. Appendices

- Progression of skills

Last Updated: 22nd Spetmber 2015