

*“Oh, the Places You’ll Go.....
You’re off to Great Places! Today is your day!
Your Mountain is waiting. So....get on your way!”* - Dr Seuss

Geography gives us knowledge about different places on Earth and how they relate to each other. It is the science of the Earth’s surface, its atmosphere and its features and developing knowledge and skills in Geography informs us about the planet and the world we live....places, countries, continents, oceans, rivers, deserts and mountains! Studying Geography at Ivy Bank enables pupils to have an awareness of a place and scale – all places and spaces have a history behind them, shaped by humans, earth and climate and pupils will develop a meaning and awareness to places and spaces, including spatial awareness of the globe.

Geography helps to develop problem solving skills and enables pupils to explore their own world. It seeks to understand where things are found, why they are there and how they develop and change over time. Pupils have opportunities to use and reflect on their prior knowledge and personal experiences and *“be inspired in curiosity and fascination about the world and its people that will remain with them for the rest of their lives”* (National Curriculum).

“Without Geography, You’re Nowhere” – author unknown

INTENTION

It is the intent of Ivy Bank for Geography to be taught in all year groups though one unit per term, with the exception of EYFS, who will develop Geographical awareness and experiences in each of their half term units. Throughout the school, we teach Geography to help pupils acquire and develop a better understanding about “...the complexity of our world, appreciating the diversity of cultures that exists across continents.” – Barack Obama

It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** knowledge.

- **Substantive knowledge**- this is the subject knowledge and explicit vocabulary used to learn about the content
- **Disciplinary knowledge**– this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by *thinking like a geographer*.

This ensures that pupils develop the knowledge, skills and understanding of the key geographical concepts of **contextual knowledge, processes** (both physical and human) and **geographical skills** ensuring that they achieve/exceed the aims of the National Curriculum for Geography – Key Stages 1 and 2 (DfE, 2013) during their time at Ivy Bank. The content of the whole school overview allows for a broad and deep understanding of the four areas of Geography and the units are intended to improve pupil’s geographical vocabulary, map skills and geographical facts and provide opportunities for first-hand experiences, interest and progress in this subject.

IMPLEMENTATION

All pupils at Ivy Bank School will be taught Geography. Geographical knowledge is taught explicitly in geography lessons so that children know more, remember more and can do more. The use of ‘bridging back’ quizzing and discussions is apparent in Geography lessons across the school.

Substantive and disciplinary knowledge is organised the four areas of Geography:

- **locational knowledge**
- **place knowledge**
- **human and physical processes**
- **geographical skills** (map skills, fieldwork, similarities and differences, research, enquiry, cause and consequence)

This will ensure that pupils' knowledge, skills and understanding are built upon through successive years towards clearly identified year group learning outcomes.

The whole school plan has been developed to ensure National Curriculum coverage and begins with the immediate world around them, building out into world wide Geography. Pupils will access the Geography curriculum through half term unit topics. Each unit uses knowledge organisers to determine the content and includes Geographical skills to be explored. Knowledge organisers include a 'spaced bridging back' section where previous knowledge relevant to their current unit is identified. They also include facts, vocabulary, maps, images and information relevant to their unit and an 'end points' section that pupils can use to understand what knowledge and skills will be learnt in their unit. In addition, there is a section to support teachers' planning and lesson content. Pupils with SEND will be supported in Geography lessons with knowledge organisers, peer tasks, metacognition approaches, differentiated tasks and support staff.

Pupils will have access to a wide range of resources to develop their Geographical skills, including maps, atlases, globes, photographs, videos, web sites (such as Google Earth and Digimap), first-hand experiences (past, present and future) and relevant education visits or visitors. Opportunities are sought to encourage pupils to explore the outdoor world around them, using the outdoor environment and grounds of Ivy Bank School. Pupils will present their Geographical work in a Geography book (green) and class Geography displays will include maps, images and vocabulary to support the pupils learning and knowledge. The whole school plan has been devised to give pupils regular opportunity to use 'bridge back' and 'bridge forwards' in their Geography lessons during each school year and across their whole school experiences. Where possible, Geography links are explored with other subjects and Geography lessons have opportunities for pupils to develop skills in other areas of the curriculum, including English, Maths, Science, History, Art and PHSE.

Through Geography, there are many approaches and attitudes to learning which have links to British Values and SMSC – all of which we continue to promote and develop at Ivy Bank School.

British Values – Understanding the human and physical characteristic of places, the connections between people and places, sustainability, cultural understanding and diversity.

SMSC

Spiritual	Geography is the study of real people in real places and will constantly link and develop pupils spiritually, e.g. natural disasters or appreciation for others in the world around us. Pupils can reflect and share own experiences and diversity in the class enhances class discussions. Imagination and creativity is also important within Geography lessons.
Moral	Geography is a subject that lends itself to investigations, discussions, debates and different viewpoints – most geographical units have a moral element to them, e.g. river flooding, erosion due to human activity, pollution etc. Pupils will have opportunity to develop their understanding and empathy.
Social	Geography lessons aim to provide many opportunities to develop social skills, within the classroom environment, in the outdoor area or whilst on educational visits, including UKS2 residential opportunities. Questions, debates and group tasks or research encourage co-operation and enhances social development.
Cultural	Geography looks at various cultures, using stories from around the world and exploring other countries across the world within the whole school curriculum.

In EYFS, 'Development Matters' will be used as a guide to help pupils to develop their knowledge and skills of Geography, primarily within 'Understanding the World' as well as many other areas of the EYFS curriculum. Using a wide range of sources including stories, photographs, video clips, first hand experiences (past, present and future), small world play, the outdoor environment and discussions, pupils in EYFS will learn about the world around them, exploring nature, living things, different countries, making simple maps, positional language, recognising and naming features, including the seasons and finding similarities and differences in all of these.

In KS1 and KS2, pupils will follow the National Curriculum.

Within KS1, pupils will develop their knowledge beginning with their immediate locality of the school and moving onto learning about the UK, naming countries and places in the UK. Year 2 will develop this further by finding Geographical features of their home town of Macclesfield, learning about the continents and oceans of the world and exploring China. All pupils in KS1 will develop their Geographical vocabulary, relating to human and physical geography and begin to use geographical skills, including first-hand observations and map skills.

Within KS2, pupils will extend their place and location knowledge beyond the local area, within the UK, Europe and Worldwide, including North and South America. Pupils will have opportunity to explore Cheshire, Counties in the UK and Countries of the World. Pupils will continue to learn new Geographical vocabulary, develop their knowledge of human and physical features (including Volcanoes, The Water Cycle, Rivers, Rainforests and Biomes) around the world and learn new fieldwork skills, including reading and using maps and presenting data and information.

Whole school themes such as climate, the environment and sustainability are evident in the long term plan and opportunities to develop whole school projects around these themes are explored.

“Geography is a subject which holds the key to our future.” – Michael Palin

IMPACT

Our Geography curriculum ensures that children leave Ivy Bank:

- Remembering key knowledge of places and locations as outlined in the National Curriculum and how to source geographical information as required.
- Able to use a variety of vital vocabulary with which to discuss their geographical knowledge and understanding.
- Knowing how their actions affect the local environment and the sustainability of the Earth’s resources.

Training, planning and teaching our Geography curriculum ensures:

- Teachers with secure subject knowledge, an appreciation of the structure of geography as a subject and an appreciation of the relationship between the two.
- Teachers able to assess pupils’ learning against NC objectives.

Assessment of pupils learning in Geography is an ongoing monitoring of their understanding, knowledge and skills in the class teacher during the Geography lesson. Work included in pupil’s books should be relevant to the lesson objective. Teacher assessment is then used to inform differentiation, support and challenge required by the children.

At the start of each unit, children will complete a ‘what I know’ quiz, provided for them, which will then be repeated at the end of the unit and will show the progress made by individual pupils. This will inform the teacher’s planning along with the knowledge organiser. Metacognition strategies will be used often during the units, to ensure pupils knowledge is secure and entering their long term memory. These strategies will be evident in lessons and some may be evident in books – in the form of quiz quizzes, mind maps, retrieval cards, quick fact sessions. Classroom displays will also support metacognition for Geography units. Summative assessment is conducted by class teachers across each year group. Pupil progress and subject coverage will be monitored by the Geography subject leader, using the quizzes, ‘pupil voice’ discussions and book monitoring to establish learning, understanding and the impact of the teaching.