

St Margaret's Vision For Geography

Our Intent

We want pupils to be given opportunities to develop as geographers and gain valuable skills towards this. We deliver our geography through a question-based enquiry approach using the Connected Geography framework (whilst tailoring it for our school and pupils) Pupils have opportunities to acquire and build upon their previous knowledge and skills in a spiralling curriculum approach. We actively encourage pupils to give their views, opinions and conclusions based upon the question focus and link it to previous questions and investigations. Our expectation is that they build upon and use increasing skills in both map work and geographical vocabulary as they move through year groups and key stages. We want our pupils to be ready to live in and face the challenges of the world in which they will grow up in. We believe that it is important that they are able to challenge and understand concepts and have an enquiring mind. Most importantly, we want them to enjoy geography and be excited by it as a subject but also see how it is relevant to them and their world.

Using Connected Geography and through staff discussion of how it fitted within our year groups we feel that it provides pupils with a platform to build skills and knowledge through their questioning, opinions and conclusions based upon the subject matter they are presented with. We clearly differentiate so that pupils can achieve the best outcomes based upon their ability levels and promote mixed ability groups in order to share and exchange knowledge. Pupils are encouraged to present their work and findings in different ways to encourage cross-curricular links with other subjects. As we believe that geography permeates all other areas of the curriculum, we encourage pupils to bring and share their work with me.



How we implement Geography

We deliver geography in a way which expects pupils to engage with the resources we use. For example pupils may be initially shown a small part of a picture and asked to give their thoughts:

What can you see?

Explain what is going on?

Who is in the picture?

Why are they there?

Then panning out:

How does this give us more information?

Can you see any geographical features?

Have your initial ideas changed / how?



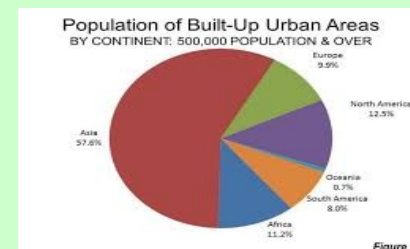
We want our pupils to be confident in giving their individual opinions and ideas rather than being given direct facts and figures.

Q: Look at these statistics / this graph

What does it show?

What does it tell you?

How does this affect ...



We use pupils ideas as the basis for our starting points in geography. Connected Geography provides a variety of resources and questions to both excite and encourage pupils to think deeply about how the environment affects people and how / why humans impact upon the world in which they live.

By presenting a spiral curriculum pupils have an opportunity to use and develop their geographical knowledge, skills and vocabulary. For example: using different types of maps and being able to verbalise the type of map they might be using, this may include Ariel Views, Thematic, Choropleth maps, Ordinance Survey maps 1:25 000 or 1:50 000 scale. We have different maps displayed around our school to encourage pupils to become familiar with different and more challenging maps. We encourage them to look, study and leave feedback about what they can see.

We teach 3 units of geography in all year groups.

You learn about lots of different countries, and what happens all over the world. We learnt about earthquakes and different climates. **Year 4 pupil**
Penguins live in Antarctica but Polar Bears live in the Arctic that's why they don't eat penguins. **Year 1 pupil**

Impact

We measure the impact of our geography curriculum in a variety of ways. Through formative and summative assessments, book scrutinise and discussions with our pupils. We tailor and change enquiries to suit our pupils and are not adverse to doing so. When we talk to our pupils about geography, we give opportunities for them to demonstrate what they know not only from their books but also through tasks which demonstrate their skills and understanding. We assess pupils' progression in geography after every enquiry has been completed and prior to an enquiry being started. We carefully analyse our termly data to check for cohort and school trends as well as identifying teaching units in which pupils make better or lesser. The results of all of this are shared with staff so that any development points can be actioned by class teachers. Alongside this we track focused pupils to show their geography journey through school. By doing all of this we have a clear picture and vision of geography standards at St Margaret's.

On a recent visit to The Frank Chapman Centre staff commented on the evidence of not only their skills that our year 5/6 pupils had but also the geographical language which they had shown in tasks (Feb, 2022). As the Geography Leader, I want pupils to be enthusiastic and enjoy geography and to have a clear understanding of how it fits into and impacts upon the world in which they live. We want to equip our pupils to be global citizens in an ever-changing world and all the challenges that this presents. We are striving to raise our pupils' attainment in classes from 85% expected & exceeding to 90% and data shows that we are already achieving 90%+ in some cohorts. We are continually working to maintain and improve our outcomes for all of our children.

Events and Learning Opportunities

Children have the opportunity in Key stage 2 to go on a residential visit for a week, where they can use their mapping skills and also further enhance their physical and human geography knowledge.

Each year all year groups take part in a Global Celebration Day where each class finds out about the language, culture, food and geographical features of a specific country.

Classes are visiting Edmond Hall this year (2022) to take part in some geography activities



We enjoyed learning about National Parks last year. **Year 5 pupil**
Geography is interesting because you learn lots of new information. I really enjoy the map work and plotting different places. **Year 3 pupil**
A fox came to the playground we made a map to help him find his way out. **Reception pupil**
The post box is by the shop. **Nursery pupil**

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