



Subject: Geography

Subject Leader: Abbie Gorst

Concepts / Themes / Big Questions

Geography at Shap is not just about learning place names and flags; we want our children to understand that geography is about how humans are affected and have an effect on places, processes and environments. It is a deeply personal subject that allows them to understand the world around them and their place and role in it.

Much like our history curriculum, geography is all about enquiry. Each geography unit has one over-arching Big Question. Each lesson in the unit of study will focus on a smaller-scale enquiry question that will build-up to children being able to answer the Big Question coherently, intelligently and substantively using the geography knowledge and skills acquired.

The geography curriculum is carefully sequenced with all classes building a solid foundation of the children's local environment before venturing to further flung places.

EYFS develop children's understanding of the world by focusing on their immediate classroom and school environment, creating maps in different forms. They look at the differences between the UK and different countries through food and languages understanding how and why there are differences between themselves and children in different countries. Children begin to look at processes, including the changing seasons, weather and visit the seaside.

KS1 take a virtual journey learning about their home environment (Shap), their school environment, the wider environment of the UK and then a world country.

This is built upon in KS2 where the UK is looked at in more depth along with Europe in KS2 before venturing further out into the world and geographic processes.

Cycle A

KS1

My Village—What can we see in our local area? What can we see from the air?

Around our school—What is the area around our school like?

We are the UK—What countries are in the UK? What is special about the UK?

Wherever Next? - What is life like in hot places? What is life like in cold places?

KS2

My Village—What is our local area like? Fieldwork and mapping

The United Kingdom—Is the UK the same everywhere?

Rainforests—How are rainforests unique?

Angry Earth—What makes the earth angry?

UKS2

My Village—What is our local area like? Fieldwork and mapping

Europe—Where did the Vikings come from? What is it like now? (Scandinavia)

Trade—What is trade and is all trade fair?

Climate Change—How is climate change affecting our life?

Cycle B—To be finalised by beginning of Summer 2023

Geography at Shap consists of core and threshold concepts. Core concepts pervade all history learning and are the key to unlocking more abstract ideas (threshold concepts). All children will learn the core concepts and the threshold concepts are developed in a spiral with different year groups revisiting the threshold concepts.

Core Concepts

- Place
- Space
- Scale

Threshold Concepts

- Environment
- Environmental impact
- Cultural awareness
- Interconnections
- Geographical techniques
- Communicating geography

NC / Other Links

The 2014 National Curriculum for geography has been used to ensure the statutory content and coverage is covered in our Shap geography curriculum.

Use of the Geography Association training and resources is used to help sequence and choose units, core and threshold concepts.

Cultural Capital

At Shap, our aim is to, through geography, develop children with a strong sense of identity and become educated citizens who learn from the events, people, ideas they study. In geography this includes:

- A progressive and ambitious expectation for the teaching and fluent use of appropriate vocabulary
- A range of high-quality geography books in class reading areas
- Age appropriate globes, map books and atlases in each class.
- World or UK maps displayed in every classroom
- KS2 geography homework projects that allow children to conduct their own research and create a variety of
- Digimaps—online mapping tool to enhance classroom learning
- School trips —LKS2 Orton Scar with Westmorland Dales experts, UKS2 residentials to cities and Isle of Man
- Village walks for mapping skills

Enrichment: People, Locality and County

- Emma Daley—Outdoor Education teacher—works closely with the geography subject leader to plan and deliver elements of the fieldwork and orienteering objectives
- Westmorland Dales experts—used on fieldwork trips (Orton Scar)
- Local Wonders to be devised and given to each class to visit at least 3 x a year to conduct different geographical fieldwork and mapping objectives and to know their local area well
- Local audit being conducted so all staff (old and new) will have a list of geographical
- Limestone ridges—Orton
- Reservoir and dam—Wet Sleddale
- Railway line
- Position of M6
- Countywide—Lake District—opportunities to visit mountains, hills, rivers, waterfalls, villages and larger cities (Carlisle)
- KS2 residentials—alternating between a cultural city stay and an outdoor adventurous activities trip

Enrichment: Resources

- Inflatable globes used as starter activities to build children's knowledge of place, space and scale.
- Digimaps subscription
- Atlas'
- Set of Penrith area OS maps
- Compasses
- Whiteboard maps of the UK
- Various local and national ariel images
- Various maps (UK, Europe, World, Shap)

Links to Christian Vision and Values

Geography closely links to our school vision. Our curriculum has been uniquely planned putting *our children at the heart* of it, and considering the breadth of geography that is important and worthwhile to children in our unique location of Shap. Geography is as much about the people in a location as the physical and human features of the place; through geography children will be able to live out '*living in harmony within our community, nurturing one another*' by understanding how to look after their environment, understand what their environment is used for and what it means to the people that live there.

Geography links closely to these school values:

Friendship—working together to discuss maps, charts and tables, viewpoints, understanding that people can have different views and interpretations of geographical sources

Peace—Our unique location of Shap allows children the opportunity to access the rural environment in our fieldwork. Here, children may come to find peace in the natural environment.

Koinonia—Geography is all about understanding our place in different communities. Through geography, children will learn their place and role within the class, school, village, county, country and global community and how their actions can affect these communities in different ways through climate change, trade and economics, energy etc.

Creation—Geography allows children to virtually visit international destinations and marvel at the different creations on earth, whether that is physical or human aspects, plants, animals, or processes such as volcanic eruptions.

Links to other Subjects

The geography units for each term have been chosen to not only sequence coherently but also to compliment the history unit to make cross-curricular links easier for teachers.

For example, KS1 will study hot places (deserts) and look at the significant explorer Ibn Battuta who navigated desert terrain in the Middle East. This will also link to children's future learning when they learn about Islam in RE in UKS2 as Ibn Battuta was an Islamic scholar also. Another example is the Shang Dynasty will be taught alongside a geographical unit on China to provide children with a contrast on ancient and present day people in China and how their trade, energy, population has changed over time.

By creating these links in the present and for future learning, we are building children's schema and knowledge webs.

Links to SDP and School Priorities

- Priority 1 - To construct an ambitious curriculum that is coherently planned and sequenced from EYFS to Y6
- Priority 3 - To ensure effective monitoring and accountability for the quality of education
- Priority 5 - To develop subject leaders subject and pedagogical content knowledge to enhance the teaching of the curriculum

Assessment / Proof of Progress

Geography uses both formative and summative assessment.

Formative assessment takes place by teachers and support staff in weekly geography lessons. Formative assessment can take many forms including: marking and verbal feedback, discussion, questioning, reflective journaling, using maps, pictures or atlas', creating enquiries. Formative assessment is used to inform future planning, grouping, and interventions for those that need support to achieve or exceed the lesson's enquiry question.

Summative assessment takes place at the end of each geography unit. The medium term plans have been designed so that the final lesson is an assessment of the unit where children answer the Big Question. This can take many forms, it may be written, creation of a website, drama etc.

Monitoring Procedures

Both formal and informal monitoring takes place throughout the year. Formal monitoring takes place termly and consists of a:

- book scrutiny
- pupil voice
- learning walk

Different children are selected for the pupil voice each cycle to provide a broad spectrum of views to aid improvement.

Children have their books present for the pupil voice talk, these are then used for the book scrutiny.

The link governor for geography is Julie Graham. Link governor monitor meetings are held every 2 terms via TEAMS or face-to-face.

Main Subject Action Areas

- Embed the new geography curriculum and ensure all classes are using the long term map and medium term plans are created for all units to include: core concepts, threshold concepts, vocabulary and misconceptions.
- Develop the local wonders—each class to study an area of Shap and conduct fieldwork and mapping skills there (eg KS visit the Goggleby Stone 3 x a year). Ensure all classes are delivering high-quality fieldwork and mapping opportunities
- Develop POP tasks and milestones for the geography curriculum for all year groups.