



# St Joseph's Catholic Primary School

## Whole School Approach to Teaching Geography

### Our Approach to Teaching Geography

- planned, taught and assessed as a **discrete** subject, but where possible, is **linked** to other subjects
- a carefully **sequenced** learning journey
- **links** made to **prior learning**
- **geographical enquiry question**
- a combination of **knowledge, understanding, skills and key vocabulary**
- explicit **fieldwork skills**
- opportunities for **Maths & English skills applied**
- **reading** around the subject to deepen general knowledge
- **flexible** to address misconceptions or extend learning
- **experiences** to enhance learning

The Geography Key Knowledge document sets out each sequence of learning. Some of this knowledge may take longer than one lesson, and the teacher will, following observations, be fluid and adapt to misconceptions or accelerate the sequence, using their professional judgements on the children's needs.

### **Further Explanation Behind the Approach**

Planning is based on the National Curriculum, our Geography Key Knowledge document and Chris Quigley's ambitious milestone skills.

Our Geography Key Knowledge document has been carefully **created** and **sequenced** for progression to provide children with a **deep understanding** of Wetherby, Yorkshire, England and the UK as well as exploring the world. Where appropriate, geography **links** are made to other subjects, particularly **English** (including our key authors and texts) and history.

Teachers will continually **make links to prior learning** from previous year groups, as well as making links between subjects and topics that are taught in the current year. Teachers will keep this **knowledge, vocabulary and application of skills bubbling continually**; bubbling tasks have 2 purposes: to remember previously learnt knowledge not currently being covered, and to draw upon prior learning to connect with current and new learning.

Each topic will have a **key question**. The **geographical enquiry question** aims to provoke curiosity and places investigation at the forefront of our pupil's minds. This provides the driver of the geography learning journey. Through geographical fieldwork and careful planning by teachers, children will deepen their understanding and be fully able to answer this question by the end of the topic, using the **knowledge, understanding, skills and vocabulary** that they have learned through the sequence of learning. Opportunities to ask further questions and deepen geographical knowledge and understanding arise throughout the topic.

**Key vocabulary** is introduced early to deepen knowledge and understanding with the expectation that children will use and apply this vocabulary.

**Lessons teach geographical knowledge, skills and understanding.** These are assessed throughout KS1 & KS2 with an expectation that every child will achieve at least age related expectations in geography.

**Fieldwork skills** are embedded in each topic. Where possible, children will have opportunities to complete practical activities: collecting data, observing and measuring human and physical geographical features. Ambitious end points are planned to drive challenge for all and meet the needs of our more able children.

**Teachers plan opportunities for the application of maths and English skills** (linking to current and prior learning outcomes) to deepen their knowledge and understanding.

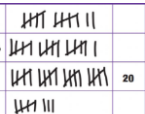

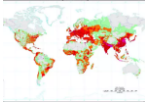

**Children are given the opportunity to read around their topic** through carefully chosen books to deepen learning in geography and to further develop vocabulary skills.

**Enhancements to our curriculum are provided** in the form of local and further afield trips, including opportunities for geography fieldwork, in school workshops, visitors and guest speakers into school, CPD for staff and extra-curricular clubs for our children.

All learning will be differentiated to suit the individual needs of children. This can include specific differentiation linked to the specific geography task as well as considering the need to differentiate within geography lessons linked to other areas of need: e.g. coloured overlays when reading instructions if a child has visual stress. This provision will be clear in books and work samples.

**Teachers are reflective and honest and respond to individual needs and the needs of a class, as the learning sequence progresses and will adapt their planning, teaching and delivery.**

Geographical Skills and Fieldwork include:

<p>Collecting data</p>  <table border="1"><tr><td>    </td><td>    </td><td>  </td><td></td></tr><tr><td>    </td><td>    </td><td>    </td><td> </td></tr><tr><td>    </td><td>    </td><td>    </td><td>20</td></tr><tr><td>    </td><td>   </td><td></td><td></td></tr></table>												20					<p>Interpreting sources such as maps, photos and globes</p> 	<p>Observing, measuring and recording human and physical features</p>	<p>Pattern seeking</p> 	<p>Asking and answering questions</p> 
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