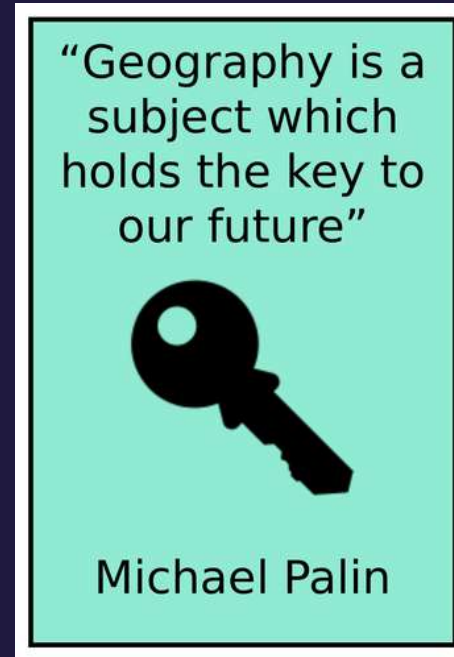




Geography Portfolio



‘Geography underpins a lifelong “conversation” about the earth as the home of humankind’ – Geography Association

This document is a work in progress and currently being developed further.



Curriculum overview:

Intent

Geography at The Mease helps our pupils to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world around them, as well as their place within it. The geography curriculum at The Mease enables children to develop knowledge and skills that are transferable to other curriculum areas and cultural development. Geography is, by nature, an investigative subject, which develops their understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

At all times we try to use local links to provide the 'bridge' from the children's world to the wider world. We aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We hope that by opening their eyes to places around the world, that they continue their exploration and conversations about the earth as they home of humankind long after their time at The Mease.



Curriculum overview:

Implementation

Our Geography curriculum is inspired by the National Curriculum, supported by a clear skills and knowledge progression from EYFS to Year 6. We teach a knowledge-rich curriculum whereby knowledge is built upon throughout the school and carefully sequenced throughout. The knowledge taught is cumulative and sticky so that it can be learnt, remembered and built upon from lesson to lesson and topic to topic. As a school, we know that it is this knowledge that unlocks the ability to practise and master geographical skills such as comparing the physical geography of the UK with another country or using a topographical map correctly. On-going formative assessment, through low stakes quizzes and retrieval practice, ensures that teaching is informed by the children's starting points. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhances children's understanding of the world beyond their locality.



Curriculum overview:

Impact

We know that our Geography curriculum will have had the desired impact if children:

- Develop a genuine love for Geography
- Develop useful, real-world skills such as map reading, orienteering, observing and reflecting
- Compare and contrast human and physical geography in different areas of the world
- Be creative and enjoy problem-solving by being able to communicate with a diverse audience and apply practical analytical and technical skills in a range of settings
- Be open minded to different cultures, politics and ways of living around the world

We will measure and evaluate this through:

Formative assessment

- Teachers frequently check pupils' understanding to identify 'gaps' and misconceptions
- Ongoing assessment of key knowledge/skills outlined in curriculum documents and providing subject-specific feedback
- Low stakes quizzes, retrieval practice and Flashback Friday

Summative assessment

- Double page spreads to summarise learning
- End of unit quizzes
- Termly assessment against the Foundation Assessment Grids
- Pupil Book Studies and Learning Walks



What a successful Geographer looks like:

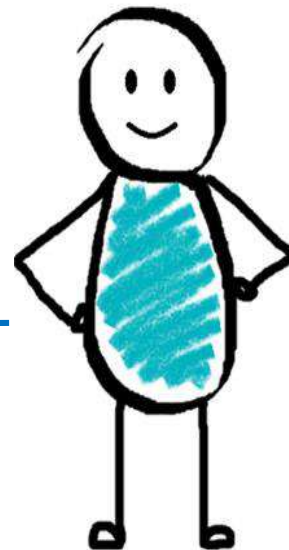
To develop a love of geography.

Developing useful, real-world skills such as map reading, orienteering, observing and reflecting.

Compare and contrast human and physical geography in different areas of the world.

Be creative and enjoy problem-solving by being able to communicate with a diverse audience and apply practical analytical and technical skills in a range of settings.

Be open minded to different cultures, politics and ways of living around the world.





SMSC and Global Citizenship:

	<u>Spiritual development</u>	<u>Moral development:</u>	<u>Social development:</u>	<u>Cultural development</u>
Definition	Explore beliefs and experiences; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect meaningfully on their own actions and the actions of others.	Recognise right and wrong; understand consequences; investigate moral and ethical issues, offer reasoned views.	Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.
Examples of SMSC in Geography	Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.	Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.	Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.	Geography supports cultural development by helping children to understanding different cultures in our country and beyond. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places such as and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.



British Values



We understand that Geography presents a powerful driver for teaching our children about British Values and often leads to opportunities for ethical debate and discussion, for example, the affects of pollution on our wildlife.

Globalisation, as part of our Global Citizenship themes, has many challenges and students are taught to be open minded and not UK centric allowing them to appreciate alternative viewpoints and investigate the winners and losers of the our world becoming smaller through the growth of technology and the internet.

All children must be aware of global climate change and their role in it; this topic brings about a variety of ethical issues about our life style and the choices we make. Our responsibility to the planet and the struggle of many poor communities to cope with what the richer world have brought upon them.

We also want our learners to contribute positively to life in Modern Britain and be aware of global issues e.g. Global Warming, Famine etc. and for them to ask - what we can do to help? Geography is on display every day in the news and therefore our teachers use current issues to help the students understand in a geographical context the complexities of the modern world. Using up to date examples and looking at them whilst remembering our global responsibilities, can teach students how we can contribute to a modern Britain as well as be part of the larger global community.



Equality and Diversity (including BV):

An inclusive classroom is a way of thinking that creates a learning environment appropriate for *all*. Here at The Mease students are encouraged to cooperate with, and support, each other and geographical learning is seen as a common enterprise.

We believe the role fieldwork plays in facilitating social inclusion in our geography lessons is vital and intrinsic to a good geographical understanding of the world. Students from socially deprived areas have a lot to gain from the opportunity to experience different environment. Fieldwork is a potentially emancipatory experience for some students and provides them with valuable opportunities to experience an environment at first hand.

At The Mease we teach inclusive geography because we want to make a difference to learners. In our geography lessons we can help to break down barriers and reduce ignorance and prejudice. Both in and out of school life, young people live, interact and work in communities that are diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds. In geography lessons, we can use this diversity as a platform to provide meaningful interactions between students. We can encourage learners to explore their own identity, discuss their ideas and address sensitive and controversial issues. An inclusive geography classroom should provide a positive teaching and learning environment to promote self-esteem and help students to understand and value diversity and challenge assumptions.





Supporting children with SEND:

To overcome any potential barriers in Geography, we offer a range of supports and scaffolds for children with SEND, including:

- Using fieldwork and visits to develop pupils' understanding of different environments. For example Year 3 are learning about the water cycle and visit Carsington Water.
- Digital photographs, line drawings and audio descriptions of key locations can be a great supplement to the fieldwork experience and this supports our SEND learners.
- Pupils enjoy creating 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link geography with literacy. This worked well in year 1 when creating treasure maps. Children with SEND enjoyed a hands on approach to their learning.
- Resources that emphasise touch, such as 3D models, help pupils with visual impairments learn about other places, and sonic or tactile maps are available if appropriate.
- Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer. Each classroom has access to iPads.
- When writing reports to summarise fieldwork, predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries.



Examples of our Geography curriculum

Early Years

Maps and atlases are used to investigate different places as we begin to compare and contrast different environments.



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Children begin to make sense of their world, through opportunities to explore, observe, and find out about people, places, technology and the environment.



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Our continuous provision environment inspires and enables children to foster curiosity and exploration through play, creativity and risk taking.



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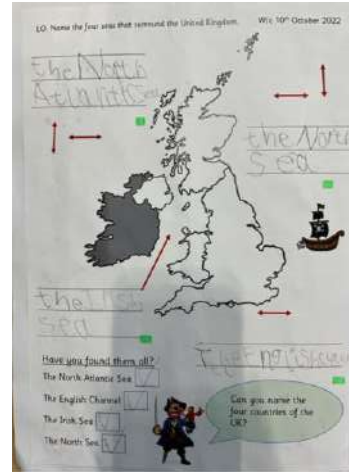


Examples of our Geography curriculum

KS1



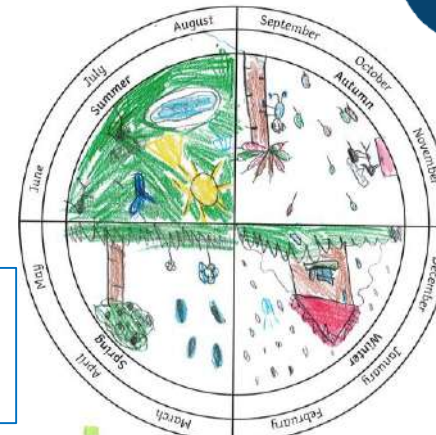
We love to get out into the community to use our geographic skills.



Locational knowledge and place knowledge is regularly revisited during KS1, helping the children to develop a greater understanding and knowledge of the world around them.



Human and physical geography give us opportunities to identify weather patterns in Britain and further afield.





Examples of our Geography curriculum

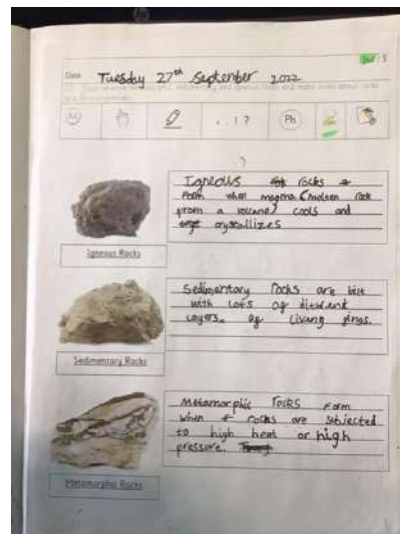
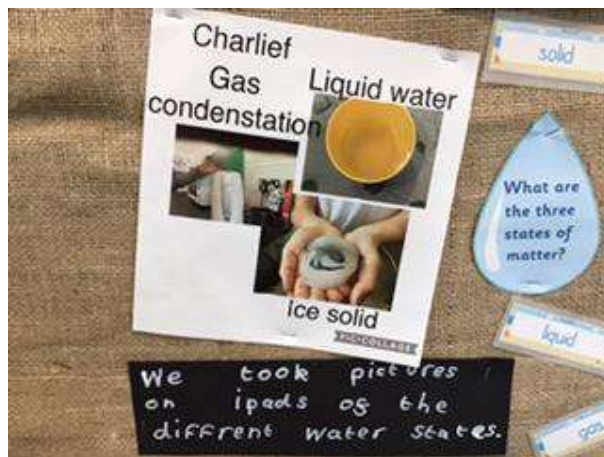
KS2

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Our trip to Carsington Water supported our learning of the water cycle.

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Performing experiments, classifying and identifying rocks and exploring the water cycle.

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Examples of Physical Literacy in our Geography curriculum



Orienteering is such fun!
We use our geographical skills to find the various locations around our school.



Whole school Forest Walks and trips into our nearby woodland give us the opportunity to work on our field work skills!



Walks in our local village help us to understand our place in the world.



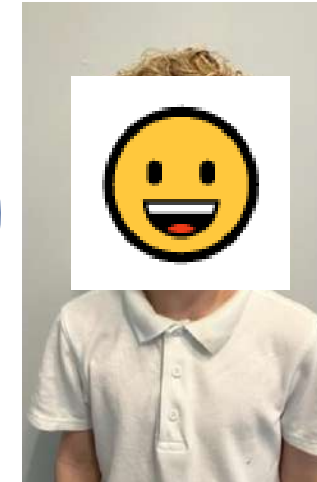


What do pupils say?

Our Geography lessons help us to decide the places we'd like us to visit when we're grown up. We learnt about Jamaica in Y2 and I really want to go there!



We visited Carsington Water which is owned by Seven Trent. Did you know that they wash our water? And we were shocked to discover that there are waterlice in the water at Carsington!



Cayson - I like geography because we learn different things every week.

We've learnt about the different places in the world that food comes from. We've learnt that different animals come from different countries.



We've been learning about tropical biomes.



I like making posters in geography such as knowing what is good for the environment.



How could I support my child at home?



EYFS and KS1

- Encourage your child to observe the world around them. On a walk talk about how some houses and buildings look older than others
- Talk about the rooms in your home. Where are they? What is your favourite room and why?
- Look at the different types of homes in your area. What are they like? Is there a garden? What is in the garden?
- Talk about your route to school or the shops. What do you see on the way? Can you draw what you see? Can you draw a simple map?
- Observe the different weather each day. Keep a diary. Observe the changes in weather over the year and talk about the different seasons. What clothes do you wear when it is hot or when it is cold? Make a collage from clothes magazines.
- Look at a map of the UK- where you do live? Have you lived anywhere else?
- Look at a map of the world. Where have you been on holiday? Stick a pin in to track your footprint.



How could I support my child at home?

KS2

- Visit the BBC Bitesize website - They have a wonderful range of topics that we teach in school. You can watch interesting video clips and listen to sound clips. There are brilliant and informative fact files that will enhance your knowledge of your year group topic.

<https://www.bbc.co.uk/bitesize/articles/zk3nscw>

- Visit the National Geographic Kids for the most amazing videos and facts about our wonderful world, along with fun competitions, games and more!
<https://www.natgeokids.com/uk/>

- Take a quiz! How many points can you score?

<https://www.educationquizzes.com/ks2/geography/>

Useful websites and Apps:



Planet Geo



Geo Flags Academy



WWF App



Ordnance Survey App

Websites:

<https://www.ordnancesurvey.co.uk>

<https://www.nationaltrust.org.uk>

<https://www.bbc.co.uk/bitesize/subjects/z2f3cdm>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/geography>