

Ward Green Primary School
Approach to teaching of
Geography



<u>Intent</u>

Our Geography Curriculum at WGPS identifies the substantive knowledge that is to be learned, which considers the 5 interlinked concepts:

- Places & Locations
- Environments & Topography
- People & Settlements
- Weather and Climate
- Map and Fieldwork

In addition to this, our children learn the disciplinary knowledge required to consider how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers. Lessons of geography are taught discretely at WGPS to ensure depth and rigour in geographical concepts and context.

Pupils are taught the specific content they need to be successful geographers and these skills are integrated into the curriculum so that pupils understand their application. Throughout our curriculum planning, repeated and revisited practice of geographical skills ensures improvements in pupils' fluency and accuracy. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st century Britain.

Geography at Ward Green is delivered through knowledge rich and practical skill-based units of work designed by Geography and Curriculum Leaders to ensure that all children have the opportunity to study a range of concepts, locations and applications of Geography which build upon their prior knowledge and understanding. The Geography Curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners by can easily be adapted for pupils with additional needs.

<u>Implementation</u>

At Ward Green Primary, lessons of geography will be taught discretely to ensure depth and rigour in geographical concepts and context. The Geography Curriculum is rich and varied and provides our pupils with the skills required for life in the 21st Century.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi- sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.

Our knowledge organisers support the planning and delivery of lessons to ensure children develop a deep, sequential understanding of specific knowledge and are able to apply these in a range of situations. A gather, skills, apply approach to planning and delivery of lessons is taken across school to ensure children develop a deep understanding of specific skills and are able to apply these in a range of situations. This ensures that children learn how to work like a Geographer as well as acquiring the relevant knowledge and skills to be able to achieve this successfully.

<u>Impact</u>

At Ward Green Primary, formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptions to their planned teaching. Through this regular ongoing assessment, tasks are matched to the ability of each child through scaffolds, adult support and providing a level of challenge that is stimulating for pupils and questioning skills.

Alongside formative assessment, Insights is used as a summative assessment to assess foundation subjects. The analysis of data from insights, identifies any gaps or misconceptions to be addressed.

<u>Adaptations</u>

At WGPS our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are carefully considered and adaptations are planned to ensure the success of pupils. The way that our curriculum is

designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Cognitive overload can be a barrier to learning which is one of the reason why we have chosen half termly curriculum drivers.

Where pupils are identified with having complex needs it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil. Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. Adaptations to support individual pupils will be recorded on personal school support plans.

At WGPS we do not assume that pupils with SEND learn content better through practical work as this can cause distraction and cognitive overload rather than increase clarity or accessibility. The curriculum is not narrowed for any pupils. Knowledge is taught and then pupils are provided with opportunities for scientific enquiry to test and investigate the knowledge taught. Pupils' specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time in planned in to support need. Time is also planned to ensure pupils with SEND are pre taught vocabulary to support their understanding. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory.

Example knowledge organiser

YEAR 5 SPRING TERR 2

NATURAL DISASTERS!

Ноок:

Subject Oriver: Geography Key Concepts





Vocabulary Region

Population Concentration Tectonic Plates Composite Volcanoes Shield Volcanoes Hot Spots **Constructive Plate Boundaries** structive Plate Boundaries Magnitude

Contour

Topodranku

t It Une the contents and index makes of Itlanes to find locations in relation to their position in the vorld: Maiti, La Palma & United Mingdom Norkshirel Explain the location of these places in relation to other locations its Maiti is an island south-east of North inerical Study these locations in detail identifying continent, country, regions, towns & citie

Carricalum Objectives & Key Knowledge:

Marks & Explore the key physical and human characteristics of Emiti & La Palma, Uning mans of these locations to identify human features nountain ranges, volcances, regions & human features: location of cities mulation distribution.

. & Forum on the physical aspects within the locations studied: Saiti (Earthquakes) & la Palma. Holospol Japan shout how polestoes are formed and vity earthquaker occur. Hake links between this knowledge and the locations being studi

Weste & Learn the principles of providing six figure grid references for locations. Study maps of the River Cure in York and identify locations which may be prome to flooding, provide accurate erid references for these locations and other man features which may be effected Conful manna learna.

& Rientify how physical activities sarthquaker & volcament have affected humans Une pictures, maps and digital mapping Google Earth) to study the Easti 2010/2021 earthquaken and Is Palma 2021 volcanic ecuption to learn h these natural disasters impacted humans.

and & Congare and contrast the similarities and differences between Waiti, In Palms and the UK Norkskirel Consider why natural disasters occur in these locations and how they impact humans living in these countries.

OUTCOME:

YEAR 3 SPECIAL TERM 1

PLANT FOR CHANGE

Subject Priver: Geography Key Concepts







South pole Eguator Aerial Climate change Deforestation Agriculture Timber Economicallu

Vocabulary

North Pole

Hook: IO THOUSAND TREES

Wood 1: Hee the contents and index of an atlas to locate the Amazon Rainforest. Describe the position of the rainforest in relation to the Equator.

Carricatum Objectives & Key Knowledge

Wash: I is know how to use the contents and index pages of an attest to first places and use new analysing of the Proceedings can locate information in an atlas. I know the index is a list of words or phrases and associated pointers to where useful material relating to that heading can be found. I know that the Amazon Reinforest is located in the continent South America. I know that the Amazon Bair/Sweet is located mainly south of the equator this resure it has a tropical

Wink 2: I know how to use aerial electromaphs to hele describe a location in assatur sistali. can begin to use the four points of a compass, four figure grid references, syntals and lenys know how to draw simple maps and field sleetches of areas I are studying and use basic

symbols in a law.

Recording: I leave that an arial photograph is taken from the air using a drone or discrett. I leave threat feature of the Armston Rainforest that I can identify from g omial photo include exerging these, during home from and feature, the Armston river, cleaned land from where trees have exerginen these, during feature and feature, the Armston river, cleaned land from where trees have bein cut down. I leade that a compact is a geographical instrument which shows the direction of magnetic morth. I know that, a four-figure of informace contains four numbers and is used to prepare a location on a map, i know that map symbol visually represents a read -world feature on a map, I leave that a key is a guide which explain what the typifolic or a map mean. I leave that a field shetch is a simplicitic drawing of a specific location that can be already by anyone.

to that place to observe or by deciding which will be the best sources of information to look at 1 am beginning to describe a place using information I have found usually using my appropriated words well. When I describe where a place it is use continent, country, region

consistent and control of the control place of the control place of the control place of the control of the con

What sign is who have to compare and contract places that I have studied using the physical and human features for my comparisons. I show how to give some reasons for the similarities and differentials between places, I make who to discribe a place in tower of how considered and differentials between places. I make you but discribe any places in tower of how offsetting the human environment, to be identify and describe my patterns and processes offsetting the human environment. As the processes are processed in the processes of the place of the

When it is innormated how it innow how to contribute to a reduction in climate change. I inno-how to surreners ways that propie are trying to manage an environment. Namewhat is surreners ways that propie are trying to manage an environment. Namewhate in survey that efforts without a contribute and an action of climating and data area of trees. I innove that deforestation is carried out in the Armaton Ranforestation for the sale of treest, to use practic for malacinal products and for agricultural and instantial designerment. I serve that deforestation is carried to climate change because nairforests produce ouggest and those actions dissile subshit reducts the inject of generating age entitles. I show that carried the subshit reducts the inject of generating age entitles. I show that containing anything is a subshit in the subshit in

Wask & i know how to describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. **Recoverige**: I know that deforestation causes environmental issues such as loss of

odiversity, rising one invets, flooding, and air poliution, I know that air poliution is a global an environmental threat to health. I leave that air pollution is the single biggest tal threat to health in the Lik. I leave that rising temperatures from greenhouse Identify and describe parts of the rainforcet using a compass and four figure grid references, ayabala and keys.

Rainferest to describe the location in detail.

wask ≥ Uning acrial photon of the Last

Wash: 3 Use geographical sources to research the America Reinforest Use geographical vocabulary to describe the Amezon Reinforest.

walk & Spean of human and physical features of the UK. Compare similarities and differences between the TK and the Inason Rainforcot Understand how the patterns and processes in the Imazon Rainforest effect the human enVironment.

> York 2 Explore how deforestation in the Imason Eminferent contributes to climate change. Understand how the effects climate change can be reduced.

Week & Cive/present personal opinions on deforestation and the environmental issues it causes.

OUTCOME: