



Pikes Lane Primary School

Geography

Policy

Policy Leader: Hannah Martin

Linked Governor Sub Committee: Curriculum, Standards and



CURRICULUM INTENT

At Pikes Lane, we want our pupils to understand about the world they live in and humans' impact upon it. We want to make explicit how making use of Geographical information systems (GIS) supports the decision making process. We want our pupils to have an understanding of the world outside of their direct experience and to be able to link this to the heritage of their families. At Pikes Lane we want to ensure all pupils work as geographers including their substantive and disciplinary knowledge.

At Pikes Lane we strive to ensure our pupils:

- Develop contextual knowledge of the location of globally significant places
- Can link their learning to the golden threads.
- Understand other cultures and respect what it means to be a positive citizen in a multicultural country.
- Are confident with geographic skills, including how to use a compass, maps and understand figure grid references.
- Know and understand environmental problems at a local, regional and global level.
- Have a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- Develop a variety of other skills, including those of enquiry, problem solving, computing, investigation and how to present their conclusions in the most appropriate way.

Substantive Knowledge: What we know: facts	Disciplinary Knowledge: How we know it (developing the skills of the subject discipline)	Concept: The unifying ideas of each subject discipline.
Golden Thread: Pikes Lane specific concepts.	Schema: Connected webs of knowledge.	Progress: Children knowing more and remembering more.

LONG TERM PLAN

Prior learning links

RRS links

Golden threads

Big questions

National curriculum links

Maths links

Substantive knowledge
(sequenced in order)

Year 1		
Prior learning links from EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what is being read in class: Knows similarities and differences between life in their country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.		
RRS links: Article 8: The right to an identity Article 10: The right to be with parents. Article 24: The right to good quality health care, clean water, nutritious food and a clean environment. Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		
Golden Thread: Be proud of where I am from, be proud of where I live Sustainability, GIS and decision making, Location knowledge		
Aspect	Autumn Spring 1	Spring 2 Summer
Big question & Key concepts	Why do people choose to settle in Bolton? 	Why do people choose to visit seaside (Blackpool)? 
NC links	Human and physical geography Identify seasonal features and weather patterns – ongoing Identify hot and cold areas of the world – link to home heritage countries Geography skills and fieldwork Place knowledge Use simple fieldwork to study geography of my school and grounds	Geography fieldwork Use simple fieldwork and observational skills to study geography of school and locality and contrast to seaside environment
Maths curriculum links	Create a simple table for the key on a map	Direction Counting how many seaside towns we have in UK (map)

Substantive knowledge	Know their immediate locality and identify physical, including weather, and human features on a map. Know local maps represent Bolton and are used in different ways Know the town I come from and the seasonal and daily weather patterns we experience in Bolton Know where Bolton is on a map Know each country in the world has a capital city where its government is based. Know and name the 4 capital cities in the UK Know the country my family come from and contrasting weather patterns and there are hot and cold countries Know some reasons people move to different places Know there are many different nationalities that live in Bolton and Greater Manchester and this is different across England Know how to draw simple map of our local area in BL3 Know basic symbols and keys are used on maps Populate which symbols we focus on	Know the difference between Bolton and the seaside and the key features of the coast Know names of places in UK and its surrounding seas know that places around England are different to Bolton know the impact of tourism on the geography of seaside towns know that seaside towns have changed linked to cheaper travel costs know that we need to help sea life and keep seas clean know how to spot differences between local map and map of seaside area Know how to draw simple map of our school grounds - link to fieldwork Know that compass directions help us to understand the direction we travel from one place to another Know that Blackpool is one northern seaside town and know that people who live in other locations visit other beaches.
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Disciplinary knowledge

Disciplinary Knowledge	similarity and difference: maps of contrasting localities; weather in different locations (hot & cold/ northern & southern hemisphere); aerial photographs vs maps	similarity and difference: difference between beach locations: North Wales; Shetland? Brighton
	Map skills https://docs.google.com/document/d/1XUK1EOCdunPb9-kN73AHQQcDZOSVxy5Y/edit Follow directions Draw a simple map of Bolton Use your own symbols on a map. Picture maps and globes cause and consequence: Why do people move? How does this affect their lives? How does it affect settlements? How does weather impact clothing and leisure pursuits? evidence and sources: maps; aerial photographs; trip to Bolton; video clips	Map skills https://docs.google.com/document/d/1XUK1EOCdunPb9-kN73AHQQcDZOSVxy5Y/edit Picture maps and globes Draw picture maps of places. Use symbols on a map. Locate the seaside on a map. cause and consequence: Impact of weather on frequency of visits to seaside? Why don't people visit Blackpool as frequently? Transport enables people to choose where they would like to visit evidence and sources:

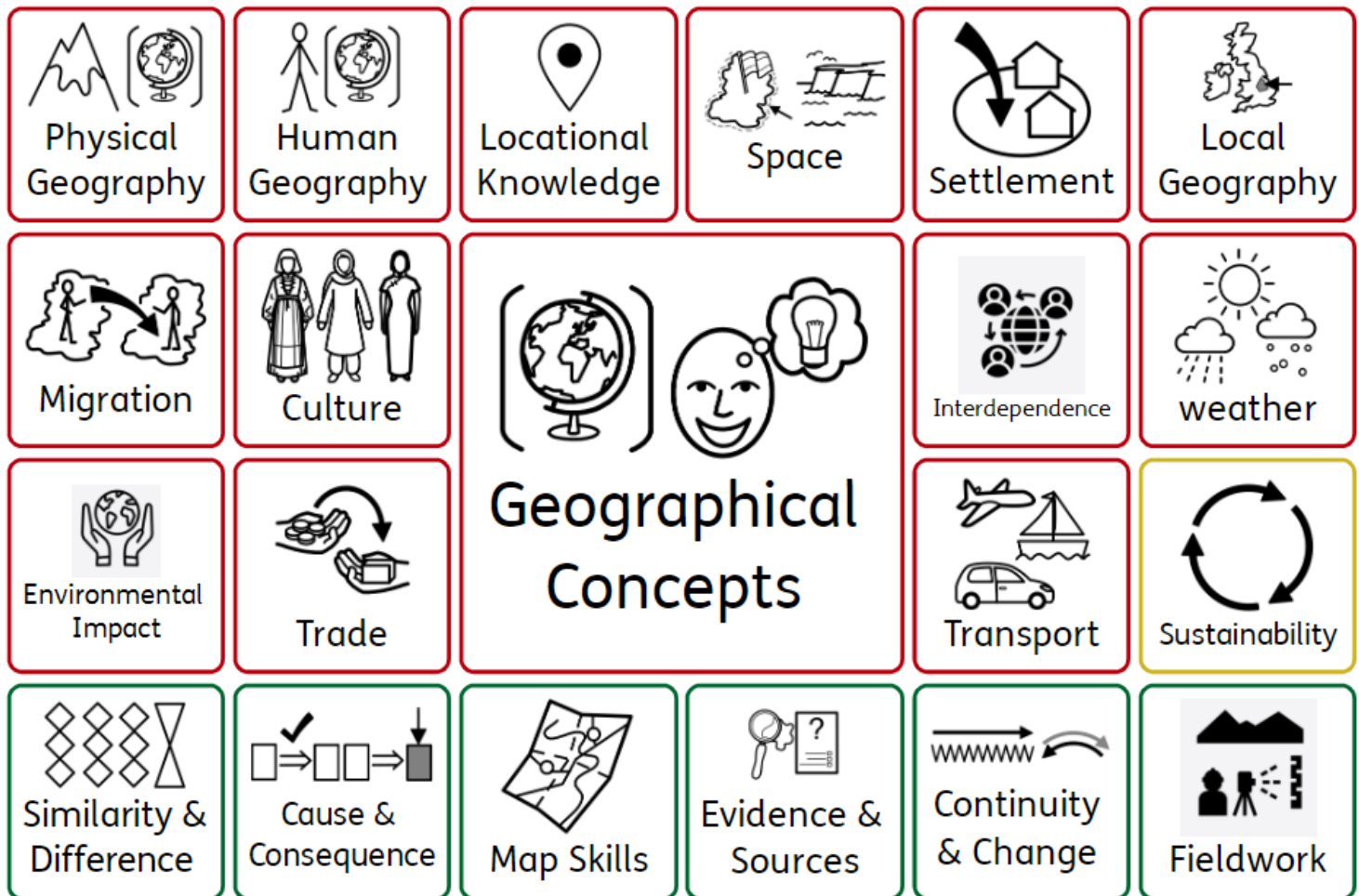
Key vocabulary

	continuity and change: How has the community changed? How has the locality changed? How has Pikes Lane changed? Fieldwork: Observe and describe daily weather patterns Compass points Collect rainfall and compare to rainfall in a hot country	maps; aerial photographs; postcards (make display) bucket and spade; beach hut continuity and change: How has Blackpool changed over time? How has Blackpool stayed the same? Why do people go to different seashores? Fieldwork: Observe and describe daily weather patterns
Vocab Focus	Season, weather, climate, nationality, immigration, town, compare, compass, map, atlas, rural, aerial	Beach, cliff, coast, sea, ocean, harbour, port, hotels, tourism, decline

The long term plan includes the substantive and disciplinary knowledge taught from year 1 to 6. Each year group has two topics with a big question (except from year 2 with three topics and big questions). The year groups on the long term plan include what they have learnt prior and this is expected to be addressed through spaced retrieval starters to interrupt the forgetting and help children to retain this knowledge. In the section where the big questions are, there are also key concepts which are the key focus in the particular topic which teaching staff should make explicit through the learning journey. The substantive knowledge is carefully sequenced in order to teach and the disciplinary knowledge are the skills needed to be taught in order to strengthen and aid the substantive knowledge. Finally, the key vocabulary is listed under each topic that is to be taught. Widget is a great tool to make vocabulary visual and support the 'no ceiling approach'.

Link to the LTP [Geography Curriculum Map.docx - Google Docs](#)

KEY CONCEPTS IN GEOGRAPHY



Red symbols = Substantive knowledge

Green symbols = Disciplinary knowledge

Gold symbol = Golden thread link

KEY CONCEPT COVERAGE DOCUMENT



GEOGRAPHY CONCEPT COVERAGE



	1	2	3	4	5	6
Physical geography						
Human geography						
Location knowledge						
Space						
Settlement						
Local geography						
Migration						

STATUTORY REQUIREMENTS

The statutory requirements for the teaching and learning of geography are laid out in the National Curriculum Geography document (2014) and in the Understanding our world section of the Development Matters document.

IMPLEMENTATION

APPROACHES TO TEACHING AND LEARNING

Geography is taught across each term and where links can be made, will fit thematically with other foundation subjects. Geography has strong links with mathematics as children present geographical data in graphs, charts, etc. Links are made to our Rights Respecting School articles. Golden Threads build knowledge through our curriculum; geographical themes of sustainability, **location knowledge** and GIS decision making are woven throughout each year group. Teaching staff must ensure links are made explicit and allow for discussion.

Specific practice may include:

- Field work

- Class discussions
- Use of visual stimulus to prompt discussions
- Outdoor learning
- Knowledge organisers
- Use of Digimaps
- Online learning (iPads)
- Socratic seminars
- Writing opportunities
- Reading linked to geography topics

EARWIG

Earwig is a platform used in school to record the teaching and learning that happens throughout school. In geography, staff are to evidence any practical learning that occurs in the classroom, group work, videos or voice recordings. When staff make an earwig post, they must add the ability of the child which will add to the standards files.

CORONAVIRUS CATCH – UP CURRICULUM

Due to the pandemic, Pikes Lane have put a coronavirus catch up curriculum in place to support children on missed learning this is done through: spaced retrieval (interrupt forgetting), drip feeding the previous year group missed learning into current learning and frequent low stake quizzing. Spaced retrieval opportunities have been planned into the LTP to ensure children know and remember more for their long term memory.

PARTNERSHIP WITH PARENTS

At Pikes Lane, we put great value on developing a close partnership between school and home as we believe this has a very positive effect on children's learning. Parents are invited to attend Assertive Mentoring sessions with their child twice yearly to celebrate successes and set targets for future successes. Parents receive an annual report detailing their child's progress and giving targets for further development.

We also encourage parents to support their children at home by ensuring they complete their homework regularly. Occasionally, geography home learning is to be given to children that consolidates skills that have been taught. Where possible, we try to provide support and ideas for parents to help their children in the most effective way.

EQUAL OPPORTUNITIES

Schools have a responsibility to provide a broad and balance curriculum for all pupils. At Pikes Lane we are committed to providing enriching experiences across the curriculum for all of our pupils.

At Pikes Lane we have high expectations of all children. We provide opportunities for all pupils to achieve including those with special educational needs, disabilities and those from all social and cultural backgrounds.

We aim to provide all children with challenging and meaningful work appropriate to their abilities and individual needs related to the National Curriculum for Geography. Teachers will teach

Geography according to the needs of individual/groups of children. Differentiation will be evident in thematic planning.

S.E.N.

At Pikes Lane we thrive in ensuring all children are able to access their learning. In geography, we aim for a 'no ceiling approach' through adaptive teaching and provide appropriate scaffolds where possible to support lower attaining learners.

- Widgit to dual code
- Pre-teach subject specific vocabulary
- Resources provided if needed (images, maps, digimaps, widgit symbols, etc)
- Kagan structures to provide oracy opportunities

In geography, it is mandatory to teach in small steps through I do, we do, you do to model the learning and to be explicit with the learning object. Vocabulary needs to be pre – taught and visuals/ word banks made available in lessons either in books or on 1:1 iPads. Children with special educational needs are encouraged to work practically as much as possible and evidenced on earwig using the appropriate hashtags for the timelines. Please see SEND/ Inclusion policy for pupil arrangements.

PLANNING

Planning for geography follows the National Curriculum and the foundation stage Early Learning Goals.

Class teachers are responsible for weekly planning. Teachers use a range of summative and formative assessment strategies to ensure that teaching addresses pupil needs. Where necessary, planning across parallel year groups differs to reflect the differing needs of cohorts.

Planning is saved using Showbie.

TIME ALLOCATION

There is 1 allocated geography lesson (1 hour) every other week, links to be made where possible in other subjects. It is important to plan out spaced retrieval starters and ensure this is linked to learning where possible to make links and support children in their understanding.

GOLDEN THREADS

At Pikes Lane we have golden threads that run through our curriculum. It is important for children to understand the world they live in and make real life links in their learning.

STEM: Sustainability, Information systems for decision making and location knowledge.

COMMUNICATION: Leisure & play, jobs through the ages and Equality for opportunity.

MONITORING & EVALUATION

The monitoring and evaluation of geography teaching throughout the school is the responsibility of the geography subject leader, SLT and Governors. This will be achieved in a variety of ways:

Classroom observation, monitoring of planning, book scrutinies and discussions with children. Twice yearly, assessment outcomes of pupils will be discussed during pupil progress meetings.

ASSESSMENT & REPORTING

This is an integral part of the learning process and is used to gather evidence of pupils' attainment. It is essential to the maintenance of continuity and progression. We at Pikes Lane identify assessment opportunities when planning activities and through this are able to monitor, identify and establish the progress of learning and future needs of the individual.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Knowledge organisers: children to self-assess on the key vocabulary before the topic starts to highlight (in green) what they already know and revisit regularly to highlight words they have learnt during lessons in another colour.
- Big questions: big questions relating to the knowledge and skills taught in the topic to allow depth in children's understanding and open up opportunities for discussion. The big questions are to be asked at the beginning of the topic, throughout and then again at the end. Progress will be evident as the knowledge and skills are taught throughout.
- Pre – learning tasks: tasks to be chosen carefully by looking at the knowledge and skills to be taught for that topic (look at the National Curriculum and the geography curriculum overview) and see what the children already know before the topic is even taught. Children revisit throughout the topic and at the end with a green pen to show what they have added to the pre – learning tasks as knowledge and skills are taught to evidence progress.
- Teachers to give students effective verbal and written feedback where possible.
- To use differentiated, open – ended questions that give opportunity for discussions and require children to explain and unpick their understanding.

ROLE OF THE COORDINATOR

The coordinator is responsible in leading geography throughout the school. This includes:

- Ensuring continuity and progression from year group to year group through monitoring books and planning.
- Guiding colleagues with how geography should be taught through regular professional development meetings around geography and updating them on any changes.
- Advising on training needed and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.

- Assisting and supporting colleagues in the implementation and assessment of geography throughout the school.
- Updating staff members of the apps/ websites that help to support planning, teaching and learning.

PROFESSIONAL DEVELOPMENT

Professional development takes place on an individual and whole-school basis. The subject leader attends relevant training and informs all members of staff on the content of the course during CPD updates in staff meetings. Staff also attend training if it is identified as a priority for their professional development or specifically related to their year-group. Links are also being developed with other schools to enable learning to take place from and between colleagues. Support staff are included in training.

PARTNERSHIP WITH OTHER AGENCIES

Pikes Lane values the support given by the LA advisory team and works with them where possible. The school is also developing links with local schools in the cluster and PASS to share good practice and development work and training.