# Our vision is a nurturing community that expects respect, encourages creativity and embraces aspiration.

Our Federation provides a broad and balanced education that is relevant, engaging and challenging whilst meeting the needs of our pupils. It aims to furnish them with the skills, knowledge and understanding they will need in preparation for their future lives, to be decent, proactive and happy citizens in our local and global community.

## Geography at Sandford

At Sandford, we offer a high-quality geography education which inspires children to develop curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. Our structured and sequenced lessons cover the skills required to meet the aims of the national curriculum, but still give us the flexibility to forge meaningful links with our locality, History curriculum and the children's own questions and experiences. The content of our Geography curriculum allows pupils to develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. Our lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Our intent in all classes is that children can read about, watch, explore and debate the world around them: locally, nationally and globally. We aim for them to become geographers who can articulate their understanding, backed up by research and fieldwork, to make sense of their planet and the people who live on it, and to respect and care for it as adults.

# What does Geography look like at Sandford?



# How do we teach Geography?

The Geography curriculum at Sandford enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire a curiosity and fascination in our pupils, about the world and its people which will remain with them for the rest of their lives. We aim to promote the children's interest and 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. As a result, when teaching Geography we are helping to develop and equip the children with the skills to think and act like geographers, by supporting them to:

- gain knowledge and understanding of places in the world and be able to compare and contrast them
- learn geographic skills including how to use, draw and interpret maps of all shapes and sizes
- know and understand environmental problems and world events at a local, regional and global
- level
- encourage an appreciation of what 'global citizenship' means
- develop a variety of other skills including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way
- acquire skills in carrying out observations and in collecting, organising, recording and retrieving information as part of an enquiry.
- use a variety of sources to find information and to communicate their findings in various ways
- use key geographical vocabulary – our 'expert' language - to describe the world we live in

In our long term planning, we span each class's Geography objectives across the whole school year to enable our teachers to thread them through termly themes, sometimes History based, English based, Science based or other times covered in isolation. From these thematic starting points, medium term plans identify the essential knowledge needed and how children can demonstrate an understanding of this. The class teacher will then generate short term plans that provide additional information on the sequencing of learning required to ensure children are building on prior learning and deepening their geographical understanding.

We sequence our pupils' learning in Geography by taking them further and further away from their locality: starting with 'where we live' in the Early Years, working towards 'our village', 'towns & cities', 'our country' in Key Stage 1 and then across 'our continent' and 'our world' in Key Stage 2. The progression of skills and fieldwork builds up in complexity and detail alongside Place & Locational Knowledge and Human & Physical Geography.

## The impact of our Geography Curriculum

The impact of our curriculum is that geography learning is loved by teachers and pupils across the school, teachers have higher expectations and more quality evidence can be presented in books. All children use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children begin to make relevant links from geography to other curriculum subjects, such as history and science. They improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All of our children realise that they have choices to make in the world, developing a positive commitment to the environment and the future of their planet. Children become competent in collecting, analysing and communicating a range of data gathered. They are able to interpret a range of sources of geographical information and they can communicate geographical information in a variety of ways. All children in the school can speak confidently about their geography learning, skills and knowledge.

## Geography in the Early Years and KS1

In the Early Years, they also undertake a thematic approach, tailoring aspects of the class theme/topic to suit the needs of their learners. Under the 'Understanding of the World' ELG, much of the geography content is explored, by studying people and their communities and the wider world. This is the beginning of basic geographical enquiry; by being able to observe similarities and differences and comparing their own environment to others. During the 'Queen and Quests' topic, children built their own London double decker bus in the home corner, and role-played tours of the capital city!

In KS1, we follow the National Curriculum content and deliver this as part of our thematic approach. Due to split age year groups, we ensure that all children are exposed to the content, with a mix of overview and depth studies.

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a
- contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot

and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and locality.

Our planning uses a mixture of teacher-based planning (especially for topics about our own locality) and schemes of work taken from PLAN BEE. Further resources come from:
https://www.rgs.org/about/
https://central.espresso.co.uk/espresso/primary_uk/home/index.html
https://www.natgeokids.com/uk/teacher-category/geography/
https://www.bbc.co.uk/bitesize/subjects/zbkw2hv
https://www.3dgeography.co.uk

# Geography in KS2

In KS2, we follow the national curriculum content and deliver this over a 2-year period. Due to split age year groups, we ensure that all children are exposed to the content below, with a mix of overview and depth studies.

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, land-use patterns and how a place has changed.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
- Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, atlas, index, coordinates, contour, altitude, peaks, slopes, continent, North America, South America, border, key
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region

within North or South America and Africa
- Explore similarities and differences comparing the human and physical geography of a region of the UK and a region of South America and Africa
- Use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural, settlement, economy, natural resources

Human and physical geography
- Describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, climates, biomes, vegetation belts and the water cycle
- Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food, environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental

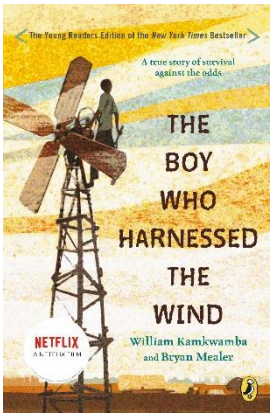
Our planning uses a mixture of teacher-based planning (particularly for topics about our locality) and schemes of work taken from PLAN BEE. Further resources come from :
https://www.rgs.org/about/
https://www.natgeokids.com/uk/teacher-category/geography/
https://www.bbc.co.uk/bitesize/subjects/zbkw2hv
https://www.3dgeography.co.uk
https://www.hamilton-trust.org.uk/

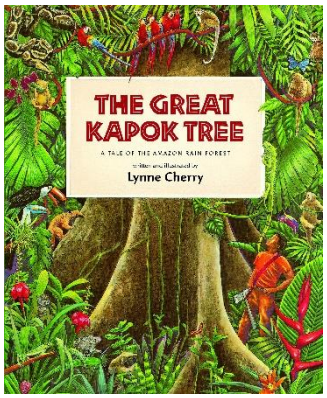
## How we make Geography exciting and motivating

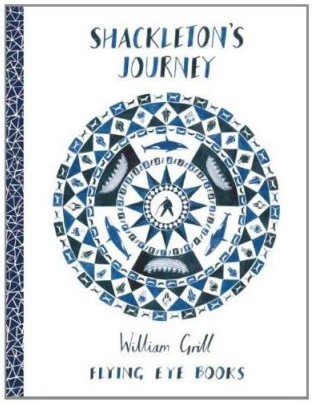
Geography holds an important place within the curriculum planning and delivery and we are always looking for new and engaging ways to deliver the subject to our learners. As mentioned previously, we ensure that the children are able to access high quality educational visits to important geographical sites and we arrange for visitors to attend school to take us beyond the curriculum. Access to laptops and iPads ensures geographical research using appropriate websites can take place with ease, as well as ensuring our learners are equipped with the right tools to access future learning methods. Our enquiry based approach also ensures that children are motivated by building self-direction and initiative in the work they undertake.

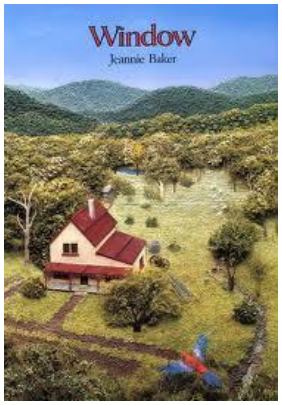
We ensure writing outcomes are linked clearly to the geography topics, ensuring a breadth and depth of high quality responses are created in all subjects. Work is celebrated on the walls, via Class Dojo/school website and with the head teacher, as well as within celebration assemblies. Importantly, linking to current research, writing and other outcomes are given a purpose, e.g. to persuade or to advertise or to inform peers, which is not only motivating, but essential in engaging our learners more fully.

Another important aspect of our provision is access to **high quality texts** that allow our learners to access additional information and engage with topics and themes with greater ease. These texts drive the termly class curriculum, making cross curricular links where appropriate. In fact, such is the importance of this, the PTA ensure money is available each year to provide more books and resources for the curriculum.




## How we assess Geography

In Geography, like all other foundation subjects, we choose to make a summative assessment by selecting specific skills or key knowledge areas from the curriculum. Pupils complete a quiz-style assessment at the end of each topic. Questions are generated during the plenary session of each lesson as pupils work through the unit, then tested together at the end, which gives us an indicator of how the children are progressing in that subject. Impact can be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and KWL grids alongside our summative assessments aimed at targeting next steps in learning. Verbal feedback and marking also allow opportunities to assess understanding and provide more instantaneous feedback to the pupil. Shirley Clarke's work on formative assessment and growth mindset help us consider what effective assessment looks like in the classroom environment, whilst also allowing the children to develop their own self and peer assessment skills.

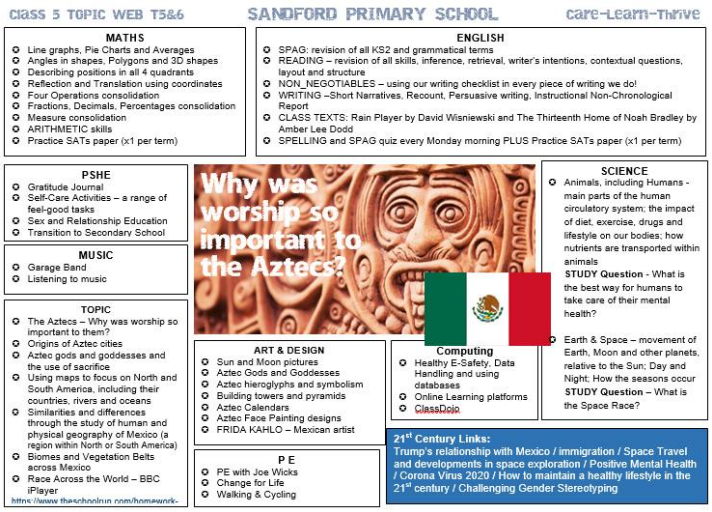
## How we help children who find Geography difficult

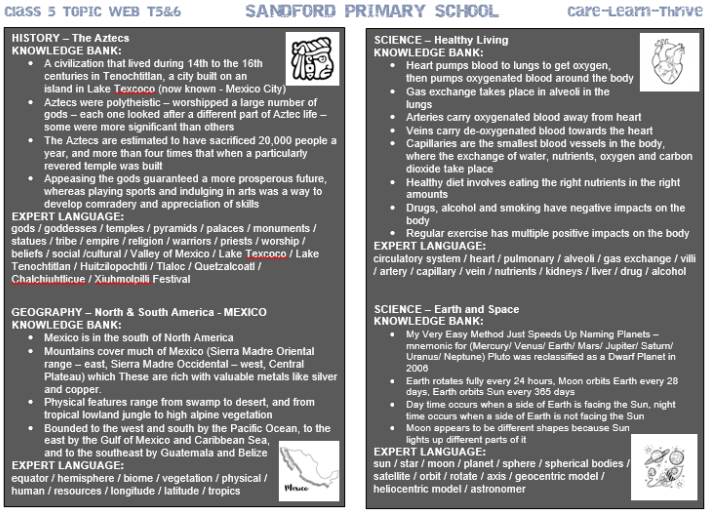
Children who find Geography difficult are supported in a variety of ways. As a dyslexia friendly school, many of our resources are printed on neutral or buff coloured paper, as well as using a font that is more easily recognisable. Pre-topic teaching mats with key vocabulary are created and shared with all pupils and their families prior to any new topic being taught. These not only contain key vocabulary, but core concepts too. As with all children, first quality teaching from the class teacher is used as an important tool in ensuring the gap in attainment is lessened. As such, all class teachers operate a 'hug closely' group for children who have been identified as requiring additional support in achieving their learning outcomes. More broadly speaking, common practices applied by our classroom teachers and teaching assistant would be:

- setting common tasks which are open-ended and can have a variety of responses; as well as giving more time to complete tasks
- setting tasks of increasing difficulty: not all children complete all tasks
- providing resources of different complexity depending on the ability of the child
- using Learning Support Assistants to support children individually or in groups

At the point where a child is unable to demonstrate progress in this area, a conversation with the

SENDCO would take place. Please see the SEND policy and the school's graduated response forms for further information on when a child requires additional support because there is a significant gap in their learning.




# How parents and carers can help their children with Geography

A child's life outside of school can have a huge impact on their ability to retain the knowledge they learn in school. As parents and carers, you are in the best position to encourage our children's natural interest in geography. It is to you that they address their first geographical questions, such as: "What's the biggest city in the world?" and "How are rivers made?" These two questions contain the two main meanings of "geography": it is the interaction between the physical world around us and how it functions and evolves, combined with the human impact upon it and what this looks like.

Practically, some of the best ways to support your child in geography is to work alongside them, show enthusiasm and explore with them. Be active in their learning. Take time to explore areas of interest. Go for a walk. Make use of the resources you have available to you. We are lucky that in our local area we have many significant geographical sites: Cheddar Caves, Cheddar Gorge, The Mendips, The 'Somerset Levels', Cheddar Reservoir, Crook Peak, Weston Beach and many more. Take time to visit these sites and discuss what it is you see and feel when there. Also, take time to discuss the world around you and how it changes as we travel to different areas.

Other things you can do:

- Share your passion of the world – get out family photos of holidays, explore using Google Earth and plan trips out to explore new and exciting parts of the area you live in.
- Read newspapers, magazines and articles that allow you to make informed judgements of the world and find out what is going on in unfamiliar places.
- Make globes, maps and encyclopaedias available to your child.
- Participate in your community – by voting and helping make changes in areas that interest you.