

Geography at The Ellis CE Primary School

As Psalm 24:1 reminds us, "The earth is the Lord's, and everything in it, the world, and all who live in it." This scripture inspires our teaching, encouraging children to explore and appreciate the world with wonder and responsibility.

Intent

At The Ellis Primary School, our vision for Geography is to develop every child into a confident geographer. We aim to foster curiosity about the world, equip children with essential geographical skills, and build knowledge that allows them to make meaningful connections between different places, environments, and cultures. Our Geography curriculum is designed to provide children with the skills they need to interpret maps, understand physical and human processes, and explore the world around them with confidence.

Aims

-  Inspires a curiosity and fascination about the world and its people.
-  Equips children with an understanding of diverse places, people, resources and environments around them.
-  Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments.
-  Develops an understanding that the Earth's features are interconnected and change over time.
-  Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements.
-  Use local area and community to develop geographical skills and knowledge.

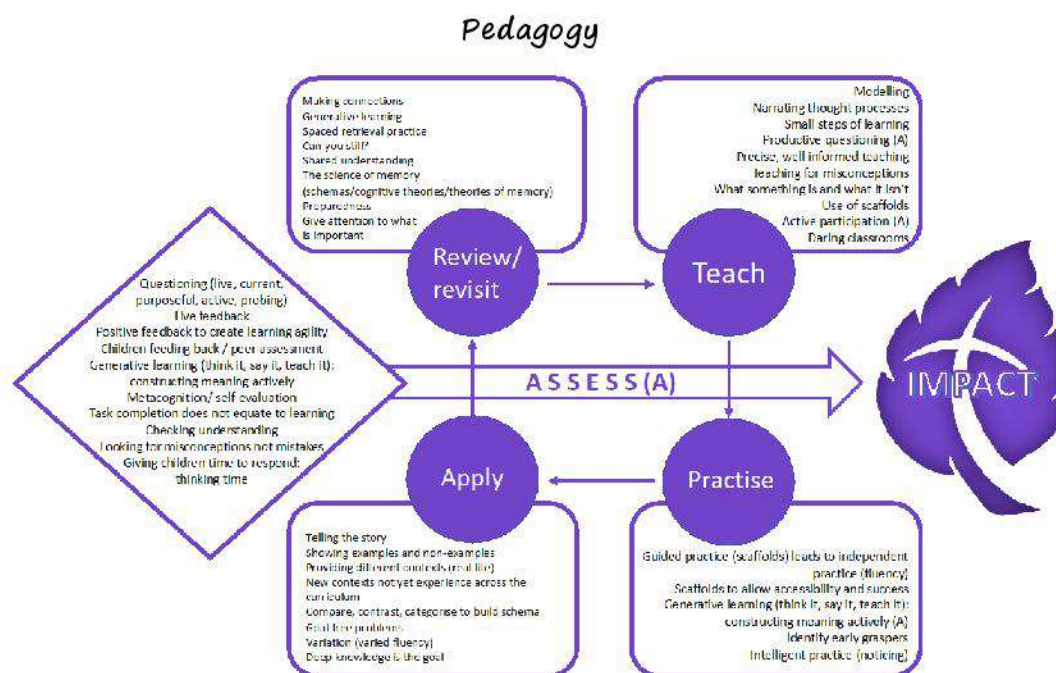
Skills

-  Ask questions which require research and thoughtful study of the environment and the natural world.
-  Acquire information which supports ideas and develops thinking about local and global issues.
-  Organise research and use this to inform and support children's ideas and thinking.
-  Analysing issues which challenge thinking and promote discussion.
-  Answer problems which require geographical understanding.

Implementation

Our teaching aims

-  Make Geography fun and engaging: By teaching in creative and interesting ways that keep pupils excited to learn.
-  Explain things clearly and ask good questions: By helping students to understand by explaining things well and asking questions that make them think.
-  Link Geography with other subjects: Showing pupils how Geography connects with a range of subjects such as History, Math, and Computing.
-  Give time to study important events: Making sure pupils have time to learn about key geographical events that shape the world and assess their significance.
-  Encourage curiosity and enquiry: Giving pupils opportunities to ask questions and explore topics on their own through enquiry-based practises.



1. Review and revisit

Pupils will begin the lesson by reviewing previously taught learning through a short activity that can be independent, with a partner or in a small group.

2. Teach

Teachers will engage pupils by looking at a resource e.g. video, song, picture, diagram to peak their curiosity and encourage children to ask questions and seek out information which will link to their lesson. Teachers may ask pupils open ended questions to assess their knowledge and begin generating ideas amongst the pupils.

3. Practise

Teachers will demonstrate inquisitiveness when exploring the vocabulary for the lesson and ensure that any new terminology has been discussed with pupils. Pupils will observe a guided activity which will support them when they move onto an independent activity. Teachers may cover misconceptions as a method to check children's understanding of the task.

4. Apply

Following a guided example, pupils will complete an independent or group task. Teachers may use resources provided by Kapow but may make adaptations based on needs and accessibility of the children. Teachers will

provide opportunities for pupils to check and deepen their understanding by accessing different resources in the classroom such as the geography display/working wall, fact files, textbooks or atlases.

A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Table 1 Extract from Kapow Geography Long Term Planning Document.

Presentation

Teachers need to use SMART Notebook or Microsoft PowerPoint to present their lessons. Teachers should extract resources from the Kapow scheme to use during teaching and should address the learning objective, success criteria and vocabulary needed for the lesson during the introduction. Any worksheets that have been downloaded from Kapow or adapted for the lesson need to be stored with the Notebook/PowerPoint for that lesson in a Geography Planning folder on Shared. Some lessons may require the same resource to be used across multiple lessons, in this case it needs to be dated in books to show when progress has been made on the activity.

Foundation Stage

In Foundation Stage, Geography is where children begin to gain a wider experience of the world around them. Implementing Geography in the early years involves using hands-on, interactive, and engaging activities that help young children connect with their environment and begin to understand the world around them.

Children will learn about seasons, the weather, features in the local area and the buildings that surround them. They may be shown photographs of the local area to help them identify features, for example a library, railway, church or canal. They will also be encouraged to record their findings, perhaps through drawing, writing, and modelling.

Pupils in Foundation Stage should be exposed to opportunities through Geography to develop their 'Understanding of the World' in line with EYFS Framework. Pupils may meet this area of development through:

- Communicate their route using positional language.
- Discuss their favourite place or places they feel less secure and even how they might mitigate those.
- Relate to the challenge of walking up a steep hill as well as develop their fine motor skills in the sand.
- Practise spelling a word out phonetically in the sand.
- Talk about the shapes of any landmarks they see along the way.
- Explore verbally -and maybe even go on to junk model- what they'd like to add to the park they pass through to make it more exciting, fun, safe, inclusive etc..

Impact

Assessment and recording

-  The Kapow scheme provides a learning objective and success criteria for every lesson. Teachers can use the worksheets provided by Kapow which already have the learning objective on them but if teachers create their own worksheets, then the learning objective needs to be copied onto the first worksheet if there are multiple. Teachers will assess pupils by colour coding the learning objective on the worksheet used as outlined in our Marking Policy.
-  Teachers can assess pupil's understanding of the lesson by evaluating the pupil's independent work and taking into account pupil voice. Teachers can

use photographs as evidence of learning especially if the learning has taken place out of the classroom.

Fieldwork

-  Some Geography units may suggest that fieldwork takes place as a way to expand children's understanding or to collect information that will be pertinent to them coming to a conclusion in the enquiry. Fieldwork can take place on school grounds or there are suggestions to use places in the local area depending on the enquiry. These are great opportunities to expand the learning outside the classroom and allow children to work in small groups or independently when collecting information.
-  Teachers need to make sure that pupils are equipped with the proper resources to complete the fieldwork to their full potential. Any worksheets or recorded activities that have been used in fieldwork should be stored afterwards either in pupil's Geography books or a class folder.

Geographical practice: enquiry sequence	Elements of practice including enquiry processes, skills and understandings developed in the classroom and in the field	Age-appropriate interpretation
Identifying geographical questions <i>Observing, perceiving, identifying</i>	• Being aware of the geographical questions that underpin geographical knowledge, e.g. What? Where? When? Why? Who? How? What might? What ought? • Being aware of and asking questions related to what is being studied • Recognising questions through fieldwork, reading, media images, discussion	Note that these are general statements summarising the main elements of the geographical practice and the enquiry process In developing the curriculum and planning teaching and learning, it is important to consider age-appropriate ways of introducing each enquiry element
Identifying, gathering and using sources of geographical information <i>Defining, extracting, describing</i>	• Identifying what is needed to pursue enquiries • Searching for and selecting relevant sources of information • Evaluating the credibility and reliability of sources of information • Identifying the influence of values and evaluating accuracy and identifying bias and/or false information • Presenting information in different formats, e.g. in diagrams, tables, graphs • Extracting significant information and describing, classifying/categorising it Sources of information, including digital sources: e.g.: maps, statistics, graphs, photographs, satellite images, film, text (reports, newspapers, poems, fiction, blogs, digital media), works of art, promotional materials, personal geographies	
Analysing and making sense of information <i>Analysing, explaining, making connections</i>	• Relating sources and data to everyday knowledge, to what is known geographically, and to theories and models • Using statistical techniques to analyse quantitative data • Comparing, contrasting, and interpreting qualitative material • Identifying relationships, impacts and trends • Analysing and clarifying values	
Predicting, thinking creatively, problem solving <i>Envisaging, speculating, applying</i>	• Making suggestions about future trends and impacts, using data in different ways • Thinking creatively about issues and viewpoints • Designing alternative models and futures • Making decisions and suggesting solutions	
Reaching conclusions <i>Summarising, drawing together, presenting</i>	• Giving reasoned explanations or interpretations • Relating findings and fieldwork experiences to geographical knowledge and theories, highlighting concepts • Weighing up alternatives • Formulating, qualifying and justifying generalisations • Presenting findings and drawing related conclusions	
Reflecting on what has been learned <i>Evaluating, responding</i>	• Evaluating critically the credibility and reliability of: sources of information, secondary data used, methods of analysis and interpretation, conclusions reached • Reflecting on further avenues of enquiry and more desk-based research or fieldwork • Clarifying one's own values and moral/ethical stance • Recognising possible courses of action for others and for oneself	

Table 2 Extract from Geographical Association Curriculum Framework: Geographical practise in the classroom and field (Based on Roberts 2021).



EYFS knowledge and understanding of the world may be evidenced using photographs of the children working in the enquiry areas during continuous provision. Any oral evidence can be recorded by EYFS teachers during their observations.