



Geography – Intent

Our Vision

"Hope: building for a brighter future"

Geographically literate children will know and understand the physical and human elements of the world came to be, and how these connect with one another. Children will develop a respect and admiration for the world, its people, its places and its diversity that will inform their interactions throughout their lives, promoting hope for a better future for the world and everyone within it.

Curriculum Aims

At North Star, we aim to:

- equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- use high quality texts alongside geography instruction so children can read about geography, being exposed to a wide and rich subject specific vocabulary.
- celebrates the local area while allowing children to learn about diversity and differences in our country and world.
- have high expectations of the children and encourage deeper thinking.

We also want our children to:

- develop contextual knowledge of the location of globally significant places (both terrestrial and marine) including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- be competent in the geographical skills needed to:
 - o collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - o interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - o communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Values

Christian: compassion, kindness & respect

Learning: curiosity, ambition, resilience & perseverance

High quality geography will inspire in our children a lifelong curiosity and fascination about the world and its people. Through geography lessons at North Star, children will develop a respect for the world, from our local environment to the rich, diverse people and places across our country and the world. Further, they will become more compassionate of others, understanding that different lived experiences can be a result of human or physical geography.



Geography – Implementation

At North Star, we follow the curriculum structure of CUSP (Curriculum with Unity Schools Partnership), which draws on academic research and incorporates Rosenshine's Principles of Instruction (see Curriculum Policy).

Long-term planning

Our geography curriculum has two main elements:

Substantive knowledge – geographical facts and vocabulary, e.g. continent names and locations or how to read a map).

Disciplinary knowledge (geographical skills, e.g. comparing/contrasting locations, cultures or times in history).

These two elements are taught through the units of study detailed in the National Curriculum:

Locational knowledge – e.g., locating countries, regions, cities using language of longitude and latitude

Place knowledge – e.g., understanding similarities and differences between places across the world

Human and physical geography – e.g., knowing key physical (e.g. volcanoes, rivers, climate zones) and human (e.g. cities, towns, economic activities and trade links)

Geographical skills and fieldwork – e.g., reading and using compasses, maps and aerial photographs to navigate

New content is carefully and logically sequenced so that learning is built in small steps and on solid foundations, including revisiting content within and across academic years. This spaced retrieval of new knowledge and skills helps to embed learning into children's long-term memories.

Phases of a lesson

Geography lessons will typically follow a structure of six phases, drawing on Rosenshine's Principles to make our instruction as effective as possible.

- 'Connect' – making connections with prior learning so children can build their learning on solid foundations (daily review)
- 'Explain' – new material (including high-quality vocabulary) is introduced in small steps to support the effectiveness of the working memory and avoid cognitive overload (small steps)
- 'Example' – teaching staff clearly model the application of the learning so children know what to do and how to apply their knowledge (modelling)
- 'Attempt' – teaching staff guide pupils through a further example, using purposeful questioning (questioning) and effective examples to address misconceptions (checking for understanding)
- 'Apply' – purposeful, independent practice reduces the load on the working memory (independent practice) while still achieving a high success rate
- 'Challenge' – all children are given the opportunity to deepen their knowledge and understanding of new content by applying it in a different way



Recording

Classes in key stage 1 (years 1 and 2) will maintain floor books where evidence of work undertaken is collated for all to see and share. While every child will contribute in every lesson, floor books will contain only a selection of contributions for each lesson. Children in key stage 2 (years 3-6) will have their own exercise book.

Enrichment

Lessons will be varied: written and practical, inside and outside, on-site and off-site, including school trips and visitors to enhance and enrich children's learning.

Spiritual development

Through geography at North Star, we enable spiritual development by introducing children to a range of environments and cultures, different from their own and from around the world. Children learn to appreciate and celebrate the awe and wonder of the world's diversity, both environmental (physical geography) and cultural (human geography), and to understand how his diversity came to be and can be maintained.

Inclusion/support for all

Core curriculum resources are dual-coded (images to support key vocabulary) and can be adapted to meet the needs of different children. These resources also provide tier 2 and 3 vocabulary to be explicitly taught, supporting all learners to access the curriculum. High-quality modelling in line with our pedagogical principles enables all children to see the small steps and elements required to 'think like a geographer' and apply their substantive knowledge.

Additionally, use a range of scaffolding strategies to support children, including:

- Technology to support reading and writing
- Alternative means of expressing their knowledge (e.g. verbally or pictorially)
- Sentence starters or writing frames
- Adapted texts
- Chunking instructions
- Word banks or vocabulary on display
- Flexible grouping



Geography – Impact

Pupils

Discussion, self-marking and peer-marking will help children to understand their own progress in geography and their areas for development.

Teachers

Formative assessment is a regular, informal way of checking pupils' understanding and progress, and thereby improve the effectiveness of teaching. This assessment of learning and progress is a part of every interaction a teacher has with a child.

In addition, at the end of each geography unit, teachers will complete a foundation assessment document which indicates how children are achieving as well as any key information for the subject leader. Teachers use children's work (from any activity – written work, quizzes, dialogue) to inform future planning and address any further gaps. These all contribute to a bigger picture of how children are retaining the content. Teachers will check for understanding at different points of a lesson and use this information to scaffold and offer further support as required.

Subject leader

North Star's subject leader(s) has first responsibility for monitoring the quality of teaching and learning, and for making and enacting plans to improve the same. They do this in various ways, typically with a specific focus for the monitoring activity:

- **Learning walks/lesson drop ins** – short observations of lessons
- **Book looks** – reviewing a sample of books/work from across the school
- **Collecting pupil voice** – speaking to a cross-section of children about their learning
- **Professional discussions with staff** – formally and informally, through reporting and check-in chats
- **Data collection** – reviewing the foundation assessment documents

The subject leader uses this information to understand areas of strength and areas in need of development, then action-planning and taking steps to improve geography provision within our schools. Actions might involve training on how to deliver part(s) of the geography curriculum, how to support categories of or individual children (e.g. those with SEN), increasing or improving resources, and organising trips, visitors or other enrichment activities.

The subject leader also reports to governors.

Governors

Federation governors play an important role in receiving reports from subject and school leaders, visiting school to observe the experiences of our children and holding school leaders to account on their school improvement planning and the quality of education in our Federation.

Statutory assessment

There is no statutory assessment of geography in primary schools.