



## Teaching and Learning Principles

### Geography

**Adventure with a purpose!**

#### Mission Statement/Ethos:

***Smile-Learn-Excel***

#### Vision:

To provide children with opportunities to know that the world is full of wonders worth discovering. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. Children need to experience geography and apply their skills to full appreciate the value of the subject.

#### Geography Aims:

- Develop a curiosity about what the world is like inside and outside of Cornwall.
- Enable children to gain knowledge and understanding of places around the world.
- Increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Allow children to learn graphic skills, including how to use, draw and interpret maps and use atlases.
- Enable children to know and understand environmental problems at a local, regional and global level.
- To encourage in children 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.
- Allow children to learn and apply fieldwork skills to collect, present and analyse information to reach and evaluate conclusions.



## **Skills Progression:**

At Shortlanesend School, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives by splitting and expanding our skills learnt across the school. We ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

## **Teaching and Learning Expectations:**

*Our overarching expectation is that children should DO geography, rather than just listen to it, by being engaged in practical activities which allow children to develop and apply their knowledge in and beyond the classroom*

- Geography will be taught for an hour a week over a term and a half per year (even split with history).
- Geography skills will be taught discreetly so that skills can be taught, practiced and refined. Geography skills maybe linked to the topic within a class when appropriate.
- Planning of disciplinary concepts ensures that all children experience consistent learning of:
  - Place
  - Space
  - Scale



- Disciplinary concepts in planning also allow children to apply previous knowledge by comparing and contrasting across a range of topics including:
  - Cultural Awareness
  - Environmental impact and sustainability
  - Environment – Physical and human processes
- Substantive concepts taught across the school allow for children to learn and apply geographical skills in a range of ways.
- Geographical skills and Field work will be ongoing skills to be taught each term alongside the key areas listed above.
- Geography learning to be recorded in books in a variety of ways e.g. written accounts/write ups, pictures/annotated/detailed drawings, photographs, extended pieces of writing. All learning in books to have a marking ladder which shows a fluency starter, tiered learning outcomes, GDS opportunities, vocabulary.
- Geographical opportunities to be given in other subjects once a term e.g. Guided reading material linked to geographical news stories, environmental issues, local/national/global news stories.

### **Working Walls/Displays:**

All classes to display high quality, current geographical learning. Displays to include children's work, key questions, key vocabulary with definitions and helpful information relevant to the geography being studied.

### **Monitoring/Assessment:**

Entry and Exit Points (e.g.: quizzes e.g. Kahoot!, performances, writing links)

Teacher assessments – judgements made within lessons, analysis of independent learning.

Summative Assessment - EYFS, end of KS1 and the end of KS2

Pupil Conferencing



# Shortlanesend School

Smile – Learn - Excel

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Learning Walk/Lesson Observations

Work Scrutiny

Displays