

Newington CEP School



Geography Handbook 2024 update

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What does Geography learning look like within the Federation?

Our aim and curriculum:

Our curriculum is specialised and designed to inspire our students to see Geography as an experience, not just as a lesson. We aim to ensure the children are offered opportunities to explore key concepts in a practical and memorable way. We place importance on allowing the children to explore place and environment, taking into account our local area all the way to worldwide studies. Our curriculum allows us to learn in a hands-on and experiential way, creating memorable experiences and lifelong learning opportunities. Through doing this, children learn a variety of geographical skills such as map reading, statistical analysis and effects on people and cultures. Therefore, allowing children to build on previous knowledge, make connections and develop their skills throughout their journey with us.

Teaching and Learning in Geography

We aim to deliver an enriched, engaging curriculum full of new skills, developed concepts and new material to ensure children are given every opportunity to explore each topic and skill. Within this lesson, teaching allows our children becoming geographers with a thirst for knowledge. Our teaching takes into account the ability, aptitude, physical, emotional and intellectual needs of our children.

In each key stage, children are given the opportunity to explore geographical areas including our own local area and those in the surrounding areas. Children are encouraged to make links between other subjects such as science and English to consolidate and refine understanding. We encourage visitors to come into the school to discuss geographical concepts and cultures. As a school we recognise and place a high emphasis on the wonder that is our world and why our place within it is so important and special.

Using an enquiry-based teaching style; children's minds are opened up and allowed to explore questions relating to place and environment in increasing detail as the year's progress. Children are asked to revisit previous learning, ensuring that information is retained and understood in a singular and wider geographical context.

This enquiry-based approach allows us to cater for the needs of all students within our school, offering them exciting and memorable experiences that build a foundation for knowledge and skill development. When setting tasks, we ensure that they are common tasks with open-ended responses, allowing each child to interpret and achieve in their own right. Resources are provided for children to support their level of learning and complexity. Most importantly, our staff are supportive and able to guide our children to understand concepts whilst still allowing them the independence to draw their own geographical conclusions.

Assessment and Recording

From year 2 upwards, each child has an individual workbook to record their work in. This book should maintain teacher expectations and be kept neat and orderly to reflect the attitudes of the children. Each lesson should have the date for the day and a learning intention which is designed to highlight the learning outcome intended, not the activity allowing children to have an understanding of the concepts being covered in the lesson. Offering experiential learning means

that recording of evidence will be more than the recording of key information, but a reflection on the learning journey the children have taken throughout the year. Early Years and Year 1 also explore Geography through a hands-on approach and record their learning via big books to highlight the experiential nature of the curriculum we offer.

Our aim is to build confident, independent geographers. Therefore, we encourage the children to take part in an end of unit quiz for each geography topic. This is a low stakes quiz which covers information not only from this topic but previous topics too. Children are encouraged to apply their knowledge first and then use a knowledge organiser to find and retrieve information they have not yet retained. This allows children to be aware of what they know, what they still need to learn and also where to find information and guides the assessment of Geography for teachers.

Geography Curriculum Planning

Within the federation, we aim to give all children equal opportunities to grow as learners and as individuals by using experiential learning methods and engaging activities. Therefore, activities that are chosen are relevant to each specific class and aim to create memorable learning experiences that children can use as a platform for academic success. Children are encouraged to be independent and have creativity when applying their learning to their work. We aim to make our curriculum specialist through the use of outdoor areas, the local area, field trips and area studies. Activities could include:

- Role play
- Field studies
- Trips off site to visit local and wider ranging locations
- Map work and atlas studies
- Case studies and comparisons
- Local Area studies and utilisation of environment
- Research using internet
- Non-fiction books used for research or comparisons

Whilst teachers have guidance in the form of the yearly overview and plan using the curriculum a medium-term plan, activities and teaching styles are encouraged to differ and meet the needs of the individual class. Our medium-term plans ensure that content and skills are covered and developed throughout the year groups and provide challenge for all pupils. Teachers are encouraged to provide experiential learning opportunities that engage, enrich and encourage the children to view Geography as a high-profile subject.

Resources

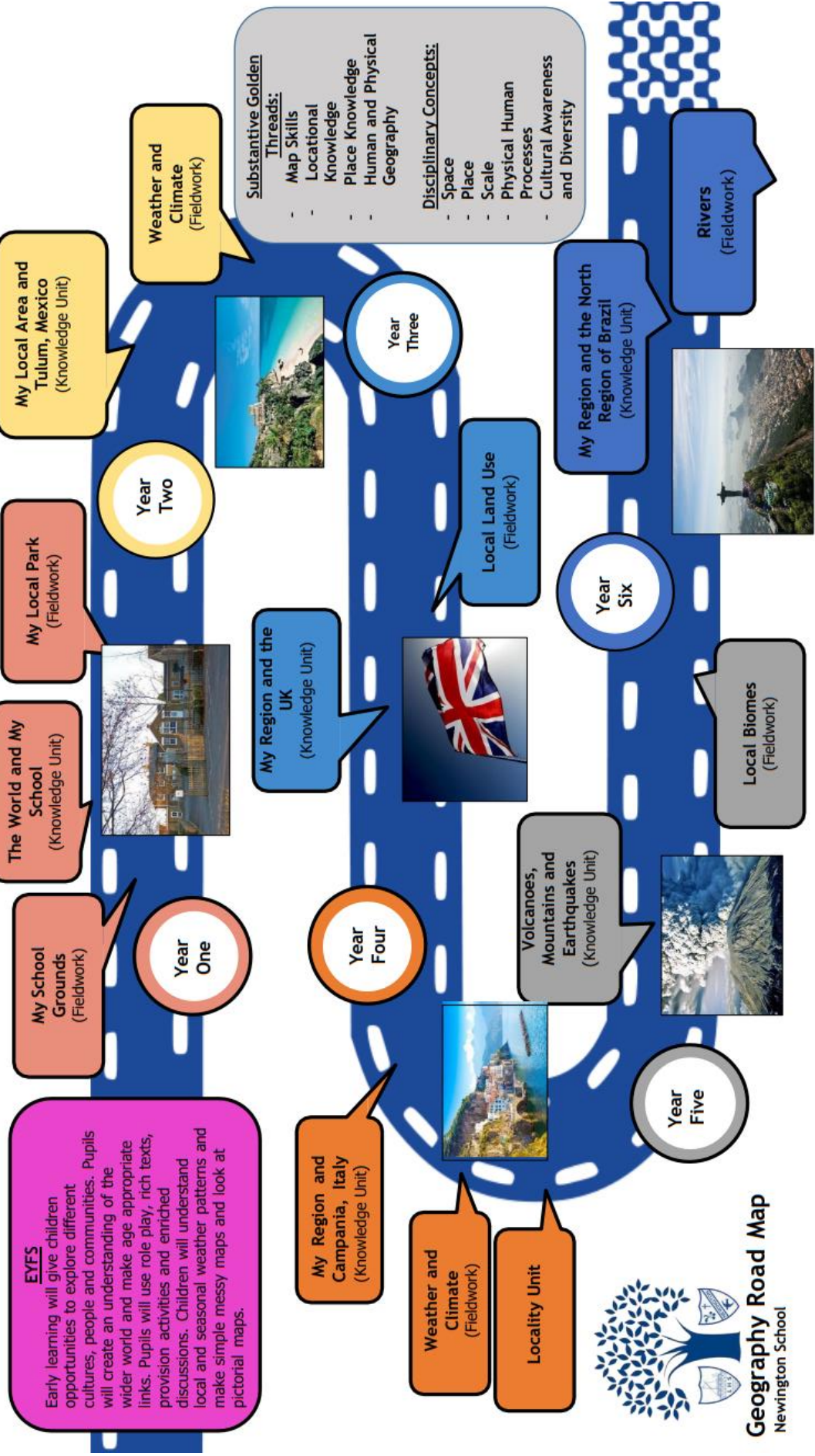
Within the federation, we value a wide range of resources and use them thoroughly to support learning and teaching of Geography. We make good use of our text books and interactive boards to provide internet links and live visuals of geographical events. We invite people with a particular area of expertise or interest to meet with the children and share their passion. We also encourage teachers to be pro-active with the environment we are lucky to have by taking the children on local walks, visiting local sites or even booking a visit to a location further afield.

Geography Enquiry Question Roadmap

EYFS

EYFS begin the geographical journey by using their Understanding the Wider World goals to initiate meaningful and geographical based conversations in the following topics and complete a range of provision based activities using this (see EYFS folder).

	Knowledge Unit	Fieldwork Unit 1	Fieldwork Unit 2
Year 1	The World and My School 1 term	Our Local Park 1 term	Our School Grounds 1 term
Year 2	My Local Area and Tulum Mexico 2 terms	Weather and Climate 1 term	
Year 3	The United Kingdom 2 terms	Land Use 1 term	
Year 4	My Region and Campania, Italy 2 terms	Weather and Climate	Local Study Unit
Year 5	Volcanoes and Earthquakes 2 terms	Biomes + Ecosystems 1 term	
Year 6	My Region and the North Region of Brazil 2 terms	Rivers 1 term	



Geography Road Map
Newington School

Adaptive teaching

Adaptive teaching is embedded in our History curriculum. Below are some adaptations teachers may include in their lesson delivery.

Adaptive Teaching Techniques to Consider:	Communication and Interaction - ASC	Communication and Interaction – S&L	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
<ul style="list-style-type: none"> • Visual support • Now and Next boards and sequence strips. • Communication support software such as Communicate in Print or Widgit. • Allow processing time. • All attempts to speak are supported. • Modelling. • Partner talk • Sentence stems – open and closed questioning. • Preteach of vocabulary • Check back that any verbal input has been understood. • Provide checklists or task boards • Timers to structure tasks • Scaffolding – writing frames • Colourful semantics • Provide alternative methods of recording – assistive technology • Talking tins • For assessment, share and explain marking criteria to support understanding of why work needs to be completed in a particular way. • Use of drama and role play. • Allow all class texts to be accessible and visual if needed • Use of actions when learning new vocabulary. 	<ul style="list-style-type: none"> • Assessment through teaching • Clear and simple instructions • Give time before response to questioning • Talk partners • Differentiated resource – adaptive teaching • Small group and individual support. • Plan opportunities for success and celebrate those successes. • Note taking • Working walls • Opportunities for repetition and overlearning • Repetitive quizzing structure to enable embedded knowledge • Movement/learning breaks • Provide vocabulary word mats needed • Use inbuilt accessibility features of tablets, phones or laptops e.g. speech to text functions. • Use dyslexia friendly software e.g. CLICKER. • interventions in place where needed. • Use of actions when learning new vocabulary. • Create links in learning in different areas – cross-curricular learning. • Ensure focus is on historical knowledge rather than ability to record 	<ul style="list-style-type: none"> • Word banks • Alternative methods of recording • Glossary in book • Recap activities to reactive previous learning • Video, audio and written delivery of information • Sharing of upcoming learning with parents ahead of the topic • Communicate in Print to support reading and reduce cognitive overload • Repeated practice, retrieval activities and low stakes quizzes • Targeted questioning 	<ul style="list-style-type: none"> • Routines and changes are communicated in advance. • Think carefully about lesson content in relation to learner’s known previous life experiences. • Movement/learning breaks • Fidget toys available • Wobble cushions • Talk partners • Timers • Clear structure and routine • Calm corner/quiet zone • Positive reinforcement • Praise to be specific and targeted • Confidence built with repetition of knowledge 	<ul style="list-style-type: none"> • Consider multisensory learning possibilities • Ensure equipment is available • Check in with learner regularly • Fidget toys • Wobble cushions • Quiet/calm zones in classrooms • Ear defenders available when completing work • Movement breaks if required • Consideration of minimization of distractions • Considerations to temperature • Considerations to the light in the room 	

Geography End of Key Stage Endpoints			
Work likely in...	Early Years	Key Stage 1	Key Stage 2
Location Knowledge	<p>Able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>What this might look like in practise</p> <ul style="list-style-type: none"> Hands on experiences visiting local area Draw information from a simple map. 	<p>Able to follow simple directions using 'up, down, forwards and backwards'</p> <p>Able to describe directions using 4 main compass points.</p>	<p>Able to use 8 compass points confidently and accurately.</p> <p>Able to use 6-figure coordinates to locate features on a map.</p> <p>Begin to understand the use of longitude and latitude on a map.</p>
Place Knowledge	<p>Able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>What this might look like in practise</p> <ul style="list-style-type: none"> Able to talk about where they live and name some geographical features i.e. park, school, shop <p>To begin to become familiar with the wider world</p>	<p>Able to make simple comparisons between places using photos/pictures etc.</p> <p>Able to identify the 7 continents with confidence.</p> <p>Able to find and name the 5 oceans on a map.</p> <p>Able to recall the countries of the UK and their surrounding seas.</p>	<p>Able to locate and name the counties of the UK.</p> <p>Able to locate and name some of the capital cities of Europe.</p> <p>Able to compare the physical and human features of three locations across the world.</p> <p>Able to compare continents from around the globe and identify similarities and differences in their geographical features.</p> <p>Able to locate and explain our local area.</p>
Physical Geography	<p>Able to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>What this might look like in practise</p> <ul style="list-style-type: none"> Able to make simple comparisons about fictional places and their own lives. Able to identify seasonal and daily weather changes as they happen. 	<p>Able to discuss climate zones in relation to their own life.</p> <p>Able to make simple comparisons about climate with other places.</p> <p>Able to discuss seasons and weather patterns with confidence.</p>	<p>Able to make comparisons between different climate zones based on location.</p> <p>Able to discuss the importance of biomes and vegetation belts within land use.</p> <p>Able to understand the features of rivers, mountains and volcanoes and their impact on physical geography.</p> <p>Able to discuss the impacts of volcanoes and earthquakes on local areas and civilisations.</p> <p>Able to identify and explain the water cycle (cross link to Science Yr4).</p>
Human Geography	<p>Able to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>What this might look like in practise</p> <p>Begin to understand the difference between the lives of themselves and other people i.e. homes, celebrations</p>	<p>Able to identify the human features of the local area through use of pictures, fieldwork and mapwork.</p>	<p>Able to identify different uses of land and how settlements are developed.</p> <p>Able to discuss the importance of trade links and economic activity within settlements.</p> <p>Able to explain the significance of landmarks across Europe.</p>

	Early Years	Key Stage 1	Key Stage 2
Communicate geographically	Able to use simple directional language. Able to verbalise observations on their local area. Able to make simple verbalised comparisons between places. Able to ask questions about places.	Able to ask simple geographical questions Make appropriate observations about why things happen Able to make simple explanations about place and location.	Able to suggest appropriate questions to lead an investigation. Able to investigate places with higher levels of detail and make comparisons, using data to support. Able to collect and record evidence without support and present this in relation to an enquiry question. Able to confidently analyse and reflect on evidence and draw reasonable conclusions based on this.
Fieldwork	Able to use the local area to make links to the wider world (farm visits, area walks etc.)	Able to follow a simple route around the local area. Able to discuss changes and improvements they would make to the local area based on land use.	Able to independently follow a short route on an OS map. Able to describe the features represented on an OS map within their fieldwork. Able to use drawn maps with confidence, making reference to scale and distance.
Map Skills	Able to create a simple story map using well known stories. Begin to draw maps based on story settings.	Able to follow routes using a map Able to draw a map of a real or imaginary place with appropriate scale and distance use. Able to identify a key on map and make their own key as a class. Able to use an infant atlas with direction from an adult.	Able to use and recognise OS map symbols and atlas symbols. Able to draw maps with increasing complexity and use these within fieldwork. Able to locate places on a world map. Able to read atlas presentations to find features of different places (mountains, weather patterns, land use etc).

Geographical Key Skills		
	Key Skill	Explanatory Notes
	Map Skills	<ul style="list-style-type: none"> a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied b. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
	Fieldwork	<ul style="list-style-type: none"> a. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
	Communicate geographically	<ul style="list-style-type: none"> a. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes b. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) c. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.