

Barmby on the Marsh Primary School – How do we teach Geography?

INTENT

At Barmby on the Marsh history education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of knowledge about diverse places, people, resources and natural and human environments. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people, and their impact on the sustainable future of our planet. A high quality geography education encourages empathy as it celebrates the wide diversity of the world, and sparks interest in the interaction between physical and human processes.

Geography teaching at Barmby on the Marsh has a wide application to everyday life, teaching the children to enjoy learning about the Earth and to have a better understanding of wider world in which they live. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching geography in our school are:

- To inspire pupils' curiosity to discover more about the world and to develop an understanding that enables them to enjoy all that geography has to offer.
- To develop contextual knowledge of the location of globally significant places.
- To explore and understand the processes that give rise to key physical and human geographical features of the world, and how these are interdependent and how they bring about spatial variation and changes over time.
- To collect, analyse and communicate with a wide range of data gathered through their experience of fieldwork.
- To interpret a range of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To communicate geographical information in a variety of ways, including through maps and writing at length.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

At Barmby our aims are:

- To ensure full entitlement and access to high quality education within a broad, balanced and relevant curriculum;
- To identify barriers to learning as early as possible;
- To reach high levels of achievement for all so that children can reach their full potential;
- To meet individual needs through a wide range of provision, providing differentiation that aims to remove any barriers to learning;

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- Wave 1,2,3 interventions;
- Other small group work;
- Class support;
- Bilingual support/access to materials in translation;
- Further differentiation of resources.

Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

IMPLEMENTATION

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught through our Cornerstones curriculum, focusing on knowledge and skills stated in the National Curriculum. At Barmby on the Marsh, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The geography curriculum at Barmby on the Marsh is based upon the The National Curriculum in England 2014, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons using our progression of knowledge and skills document alongside the Cornerstones long term plan and IPL document for the current topic (Topics are taught on a two year rolling programme in KS1 and a four year rolling programme in KS2. Gap analysis is regularly carried out by subjects leaders with support from Cornerstones to ensure all objectives are being taught across the Key Stages). The progression document and use of gap analysis ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching geography, the teachers follow the Cornerstones long term plan to ensure learning is engaging, broad and balanced. Geography teaching focuses on enabling children to think critically. A variety of teaching approaches are used based on the teacher's judgement.

Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extended pieces.

At Barmby on the Marsh we provide a variety of opportunities for geography learning inside and outside the classroom. Throughout the year we have 'Theme Days' where the children can take part in fun and engaging activities. The activities are linked to the Cornerstones topics and offer the opportunity for children across the school to work with one another as well as giving the parents the chance to engage with the school and join in with their children's learning.

Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At Barmby on the Marsh, the children have many opportunities to experience geography on educational visits, on a local level and further a field .

IMPACT

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

Our geography curriculum is high quality, well thought out and is planned to develop progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing the children's understanding of topic linked vocabulary before and after the topic is taught, including making links to previous topic's work.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books.

Subject Leadership and Management

The subject leader's role is to empower colleagues to teach geography to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Leading by example by modelling lessons or styles of teaching.
- Having a knowledge of the quality of history provision across the school and using this to provide a coaching and mentoring role.
- Identifying and acting on development needs of staff members.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.

Monitoring and Evaluation

The quality of teaching and learning is monitored through lesson observations, book scrutinies, internal moderation meetings. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan and external advisors identify actions intended to raise standards.

Partnerships with parents

At Barmby we aim to work in partnership with parents and carers. We do so by giving parents and carers opportunities to play an active and valued role in their child's education. Parents are informed on how they can help child at home. During Parents' Evenings curricular targets are shared and a written report is completed annually in the Summer Term. Homework in Early Years, Key Stage 1 and Lower Key Stage 2 is a choice of activity based on our Cornerstones topic.