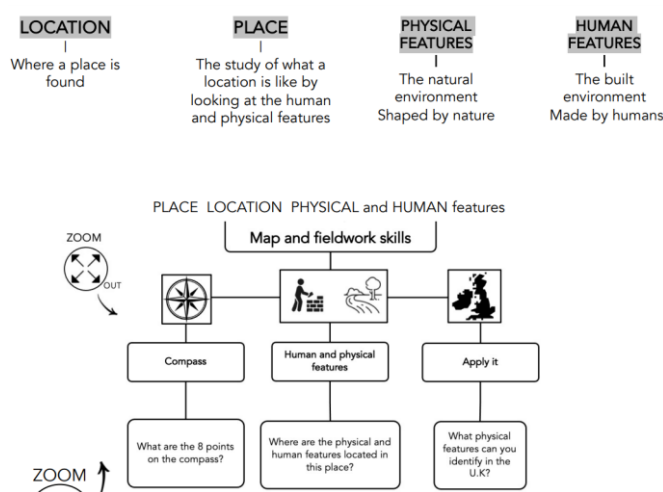


Geography at St Mary's Catholic Primary School

Children develop their skills within Geography through explicit teaching of the substantive concepts and disciplinary skills of "Thinking like a Geographer." When planning a learning module teachers can identify which substantive and disciplinary knowledge they are going to focus on within that lesson. To support identifying the substantive skill teachers can focus on the 'big idea':









In order to teach the disciplinary skills- teachers can refer to the 'Suggested disciplinary knowledge' grid:

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
Place and Space	Scale & Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
<p>Where is this place?</p> <p>How can you describe this place using the points of a compass?</p> <p>Where do people live in this place?</p> <p>What is unique about this place?</p>	<p>How does this place connect with other places locally?</p> <p>How is this place connected to other places? (Physical and human)</p> <p>How big is this place compared to other villages, towns and cities?</p>	<p>What physical features can you see in this place? Describe their location using a compass.</p> <p>What human features can you see in this place? Describe their location using a compass.</p> <p>Are local places similar or different?</p>	<p>In what ways does this place help the environment?</p> <p>Describe the waste recycling location using points of a compass.</p> <p>How does the place we live help recycling and sustainability?</p>	<p>Why is the place we live special to us?</p> <p>Where does the sun appear to rise in this place?</p> <p>What physical features are special to us? Describe their location using the points of a compass.</p> <p>What human features are special to us? Describe their location using the points of a compass.</p>

Substantive knowledge is split into the following subcategories:

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>LOCATION</p> <p>Where a place actually is found.</p> <p>It helps us describe and remember where places are.</p> <p>Name and locate locations.</p> <p>Use absolute positioning system.</p>	<p>PLACE</p> <p>What a location is like.</p> <p>Describes the physical and / or human geography as well as the personal and cultural experience related to that place.</p>	<p>HUMAN GEOGRAPHY</p> <p>The interactions between people, places and the environment.</p> <p>The built environment.</p> <p>Effect of migration and settlement.</p> <p>The effect on the landscape and environment.</p> <p>PHYSICAL GEOGRAPHY</p> <p>The natural shaping of the surface of the Earth as well as the physical process that create the environment.</p> <p>The natural environment.</p> <p>How a place is shaped naturally by physical processes. How the environment is impacted by human geography.</p>	<p>SKILLS AND FIELDWORK</p> <p>Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it.</p> <p>The collecting of information about people, places and the environment.</p>

Disciplinary knowledge is split into the following subcategories:

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
GEOGRAPHICAL ENQUIRY 				
Place and Space 	Scale and Connection (Relationship and interdependency) 	Physical and human geography 	Environment and sustainability 	Culture and diversity (Uniqueness) 
<p>Place</p> <p>Key idea is that place is its location and what it means to people.</p> <p>Places are influenced and shaped by the people who live there (ideas, emotions and beliefs).</p> <p>Space</p> <p>Location on the Earth's surface defined by latitude and longitude.</p> <p>Space is more general and does not have meaning.</p>	<p>Scale</p> <p>To get a better understanding of locality compared to globality. Gives pupils a sense of Zooming in and zooming out.</p> <p>Connection</p> <p>How local places are connected when you Zoom in, and how they are connected to the wider locality when you Zoom out focusing on region / county / country / global.</p> <p>Relational perspectives</p> <p>There is more than one way of living – understanding the culture and 'the way people do things around here'. For example, how people in Nairobi live with animals, such as lions, making incursion into the city. How the Yanomami tribes take only what they need from the rainforest and live sustainably with little impact.</p>	<p>Physical and human geography</p> <p>An appreciation of how places evolve and are shaped by physical or human geography.</p> <p>PAST</p> <p>How have physical processes and people influenced this place?</p> <p>PRESENT</p> <p>How are physical processes and / or people influencing this place?</p> <p>FUTURE</p> <p>What could this place be like in the future, given the influences by physical processes or people?</p>	<p>Environment</p> <p>What is the environment like? Draws upon human and physical geography to help explain 'how did it get like that?'</p> <p>Makes us think about our ethical consumer habits and choices made about environmental impact.</p> <p>Sustainability</p> <p>An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution.</p> <p>What it means to be a responsible citizen, embracing global dimensions within a local setting.</p>	<p>Culture</p> <p>The way people have done or do things around here.</p> <p>The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time.</p> <p>An understanding and respect for ethnicity and diversity through knowing more about other cultures and people.</p> <p>Diversity</p> <p>The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection.</p> <p>The difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine...</p> <p>Regional inequality</p> <p>For example, how Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting of the city and wider communities.</p>
Where is this place? Why is it here and not there?		What is it like? How did it get like this? What could it be like in the future?		

Revisiting prior learning

Before each learning module teachers should acknowledge the prior learning the children have received- how does this fit into what we are about to teach? Is this a new skill or have the children been exposed to this before? How can you make reference to prior learning in order to help teachers identify this skill?

Previous learning: curriculum narrative

Y1 Name and locate continents, oceans, U.K. countries, capital cities and seas
Y1 Hot and cold places
Y1 Mapping and fieldwork



Y2 U.K. and non-European location study



Y2 Local area fieldwork and map skills
Y2 U.K. and Amazon comparison study

Connect (Revisit prior learning)

Children have the opportunity to revisit prior learning this can be in the form of:



Connect

- CUSP retrieval tasks
- Quiz questions from previous lesson
- Designing a task to revisit learning from previous lesson e.g. putting continents on a map

Explain (Explicit vocabulary teaching)

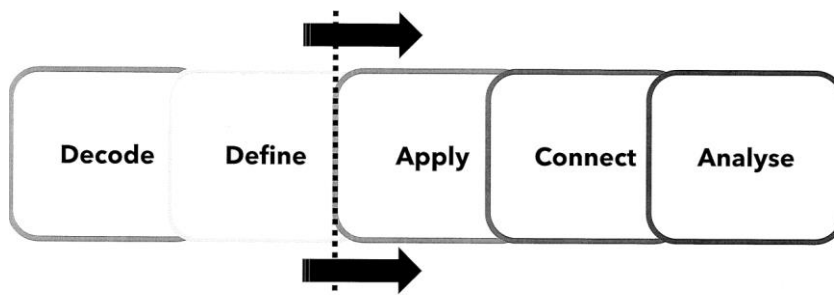


Explain

Here the children should be exposed to subject specific vocabulary that will need to use within the lesson. These are split into tier 1 and tier 2 vocabulary:

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
bisect	to divide something into two equal parts	cardinal point	each of the four main points of the compass (north, south, east and west)
precise	clear and accurate	bearing	a direction measured from a fixed point using a compass
accurate	correct and true in every detail	settlement	the place people live, for example a village, town or city

It is important that children are not only introduced and exposed to this vocabulary but that they also have the opportunity to unpick the word meaning and apply it within a given context:



During the explain section of a lesson children should be made aware of how this next learning module fits in with our prior learning and how it will enable to take our learning further within the next lesson. The learning journey should be made clear to the children- the big ideas support this!

Example (My turn- teacher modelling):



In this part of the lesson the children will be exposed to clear worked examples and key substantive knowledge supported by the use of the vocabulary explored earlier in the lesson. Here is where children receive the new knowledge they will need in order to answer the

Example learning question at the end of the session. During the example videos, Curriculum Visions and other sources can be used to support children in accessing the key learning themes. Here are some examples of ways children can be encouraged to engage with the information they are given:

- Highlight their knowledge note as they hear key vocabulary referred to
- Highlight key words on PowerPoint slides, when you come to these words children can stand up (great movement break), clap etc. to show they are following
- Get children to draw images to represent what you are talking about e.g, volcanoes and how the tectonic plates move
- Children can take notes from the information they are being given
- Use of models for children to look at and refer to

Attempt (Our turn):



Attempt

Children will attempt to use the things you have shown such as vocabulary, language, practise, organising and selecting the content. Children can refer to their knowledge note to support them. This does not always have to be written down- it can be rehearsed. Here is the opportunity for diagnosing through questioning and observation. Teachers have the opportunity to intervene and address misconceptions. Here children can use resources such as:

- Maps
- Wordwall or physical tasks
- Image resources to reinforce vocabulary
- Practise saying, identifying and locating

Apply:



Children start to consolidate apply what they know through the use of thinking hard tasks. Pupils should select, organise and integrate their learning.

Apply

Challenge:



Questions and retrieval practise- asking questions around the content and of themselves. Use what you know and show how you can answer those questions. This could be in the form of:

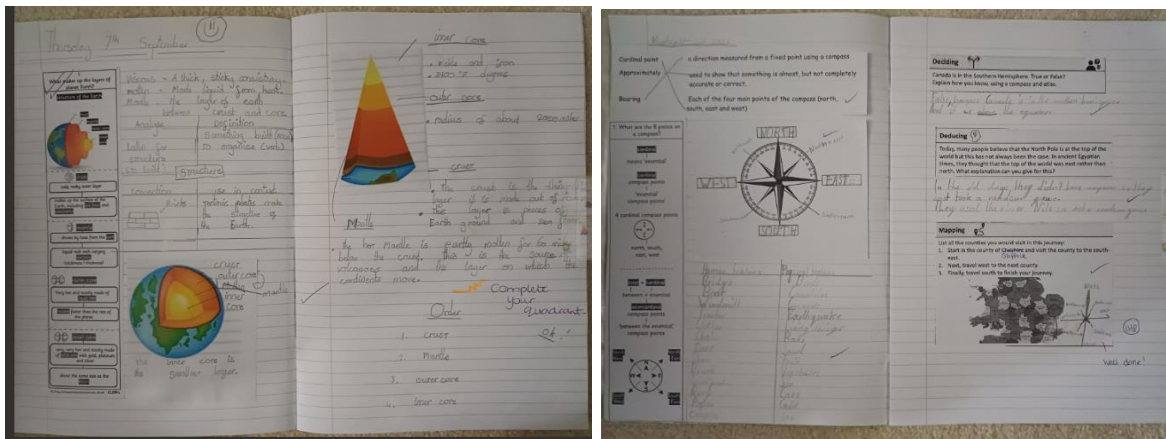
Challenge

- Quizzes

- Summary
- Explanation
- Self-questions about the content

Books

- Knowledge organiser stuck in the book at the beginning of each new learning module
- Always use a double page spread per lesson
- Always have the date at the top of the page (long date) (KS1 can use labels)
- Knowledge note to be stuck on either the left hand side, middle or right side for children who are left handed (adaption)
- Children have the opportunity to attempt to apply their substantive knowledge
- Thinking hard tasks included to give children the opportunity to enhance their disciplinary knowledge and skills



Working walls:

- Geography big idea
- Reference to what the children are learning about
- Key vocabulary with definitions
- Diagrams/images relevant to subject
- An example of children's learning



SEND: Adaptations in Geography include but are not exclusive to:

- Use of the securing knowledge note
- Chunking/cutting/folding or adapting the knowledge note further

- Use of widgeo to support understanding
- Highlight key information
- Use of visuals e.g. hexagons
- Reducing content e.g. less hexagons and focusing on 3 main parts
- Partially completed paths
- Wordwall resources
- Labelling tasks
- Clearly labelled diagrams
- Photographs
- Mindmaps
- Artefacts to explore
- Pre-teaching

Be mindful that just because a child is on the SEND register that they can achieve in-line with their peers- there will be individual adaptations in these cases- **children with SEND have the right to think hard too!**

Further challenge:

It is crucial that children have the opportunity to deepen their knowledge and understanding through further opportunities to challenge. This can be presented as:

- Comparative tasks (slightly more challenging)
- Children to think of their own questions to challenge another to think deeply about the content within the lesson
- Scenario/case study tasks
- Compare current learning to prior learning
- Consider the wider impact e.g. the aftermath of a volcano
- Challenge children to consider situations e.g. why do you think people choose to live by plate boundary/area susceptible to earthquakes?
- Reflect on articles around the topic being study- personal response

Assessment: Teachers have a blue assessment folder where assessment records are kept. For each lesson teachers will identify children who required support and those who exceeded the lesson expectations. Lesson plans will also be included to show assessment notes/annotations to guide the next the lesson.

Presentation: Always have high expectations of presentation and address as necessary- make adaptations where needed (for example where a child has a special educational need).