

Geography at The Mill Academy



Intent

Geography is an integral part of the curriculum at The Mill Academy as it helps to develop and further children's knowledge of the world around us, provokes and answers questions about the natural and human worlds and using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, globes, and digital mapping, and a range of investigative and problem solving skills both inside and outside the classroom. Instilling a first-rate geography education should ignite children's curiosity and captivate their interest about the world and its diversities. It is imperative that our children gain the knowledge of our planet's cultural diversity, promoting acceptance and equality of others. Our curriculum will, where appropriate, promote key British values so that our children have exposure to a wider experience of both local and global learning, creating opportunities for respect when embracing differences in the world. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development.

Some of our learning objectives are driven by the Geography theme; in others, geography is a subsidiary subject ensuring that children learn then use and apply their geographical knowledge and skills in a range of different learning contexts. This allows for consolidation and refining of specific geographical skills and understanding.

From an early age, children are taught how to use and understand subject-specific vocabulary in relation to Human and Physical Geography and Geographical skills and enquiry, and to develop skills to enhance their locational and place knowledge.

Implementation

Through our cross-curricular approach here at The Mill Academy, we ensure that the geography is embedded across all areas of our curriculum. Lessons are planned to be purposeful and enable children to convey their understanding of geographical components across a range of subjects, from reading to history and science to art. Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability and additional needs, to flourish and have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. Children are taught a wide range of geographical skills, inline with our school progression document, and provided opportunities to apply these skills in context. As a school, we implement a progressive geography curriculum, that builds on embedding prior knowledge and skills, then implementing and developing new skills. These include, developing age-appropriate, precise knowledge of the location, physical and human characteristics of a wide range of globally significant places including terrestrial and nautical locations. Children use a variety of geographical sources including: OS maps (including interactive maps), diagrams, globes and aerial photographs to interpret data. Through outdoor learning and fieldwork experiences, children collect, analyse and present a range of information to deepen understanding of geographical processes. We ensure that trips/ fieldwork in our local area and visiting experts are used to enhance the learning experiences for the children.

The geography curriculum will be taught in response to driving questions which are aimed to be challenging, inspiring, creative, nurturing and encourage active learning across all years. As a school, we focus on the promotion of a vocabulary rich Geography curriculum, as it is essential to our student's successful acquisition of knowledge and understanding. This geographical vocabulary is an evolving, age appropriate implementation of language, developing from EYFS to KS1 and through to upper KS2.

Impact

Within geography, we provide children with the necessary skills in preparation for adulthood and entering the wider community. Our children will be able to articulate their learning effectively and demonstrate their knowledge and understanding through a range of activities. Children record their learning aspirations, using their KWL organisers and then what they have learned comparative to their starting points at the end of every topic.

Assessment.

Teachers will assess children's work in Geography throughout the year & we have developed sequential summative assessment points to enable us to assess learning. There is also a strong focus on Formative Assessment and retrieval and children will be encouraged to assess their own work where appropriate, through recurrent retrievals.

Prior knowledge quizzes and Kahoot Quizzes and Tasks support teachers to assess children's learning.

Assessment can be carried out informally during the course of teaching. It enables the teacher to identify a child's understanding and progress in particular aspects, to inform their immediate teaching and to plan for their coming lessons. Likewise, assessments of children's work are carried out after the lesson where the teacher marks a child's work, using the school's marking policy.

Teachers will use the relevant Geography Progression Document for their particular year group to ensure that the subject content is covered throughout the course of the year. Teachers will also use the new 'Prior Knowledge' and 'Kahoot' quizzes to inform planning and assess children's learning.

Parents are informed of the pupil's progress during parents meetings and progress is reported in an interim report and in end of year reports.

Books for Geography

<https://schoolreadinglist.co.uk/category/books-for-topics/geography/>

<https://www.booksfortopics.com/booklists/topics/geography/>

Equal Opportunities and Inclusion

All children are encouraged to participate in Geography lessons regardless of gender or ethnic background. The school will react positively to gender-typical attitudes and encourage the breaking of them. Our school is committed to the principle that we deliver an inclusive curriculum for all pupils allowing them the opportunity to achieve their full potential.

Each individual's well-being, needs, education and learning will be met through:

- Setting suitable learning challenges that have achievable learning targets and are motivated by success
- Deepening children's geographical skills and understanding so that all children's needs are catered for allowing pupils to achieve a high standard of learning
- Responding to pupils' diverse learning needs so that all pupils can fully participate and access lessons so that there is an equality of opportunity through teaching approaches.

At The Mill Academy Geography is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome through:

- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in Geography lessons
- Pupils' understanding being developed through the use of all available senses and experiences
- Aspects of the areas of study that may present specific difficulties for individuals being identified and adapted accordingly

Strategies to support children with SEN

At The Mill Academy, in Geography, we use a number of evidence-based strategies to support children with SEN.

Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards or word mats
- Writing frames to support essay writing linked to learning
- Atlases and detailed maps to support at appropriate level
- Peer and adult support
- Modifications e.g. large maps

All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction

- Pupils may be supported in their thought processes in Geography
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.
- Visual aids and concrete examples (where necessary) will be used to support learning.

Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Visual prompts may be used to aid learning
- Story maps can be used to explain e.g. how an earthquake occurs
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.

Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new learning.

Use of technology

- Tasks set may include useful apps/websites to move learning forward as well as multi – sensory experiences including outdoor areas.