

What does Geography look like at St. Luke's?

This is our philosophy:

Learning will be driven by enquiry and exploration through investigative and problem solving approaches to learning.

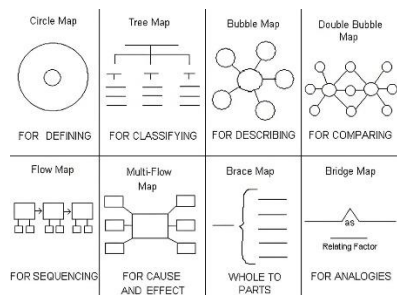
We place a strong focus on developing both geographical skills and knowledge.

We aim to develop critical thinkers, with the ability to ask questions and explain and analyse evidence.

What a Geography lesson looks like in our school:

- Mixed ability groupings / seating which allows children to work with different people over the course of time.
- Geography is made accessible through stories, story box interactions, and experience of using maps, globes, geographical tools i.e. compasses, and activities in continuous provision in EYFS/Y1.
- In all classes, teaching of Geography specific vocabulary allows children to understand concepts and articulate their understanding.
- Lots of opportunity for talk about Geography allows children to use the taught vocabulary and deepen understanding of Geography concepts and skills, allowing children to make connections.
- Thinking maps and thinking hats to help scaffold and structure children's thinking and responses to demonstrate their understanding.
- Use of a range of maps including GIS. (Geographic information system)
- Wider thinking- how can what we learn be applied to real life and that of the wider world?
- Mini plenaries to share misconceptions, pose questions, challenge ideas and thinking.

Thinking maps:



Thinking hats:

White Hat Facts		Facts - Names, Numbers, Indisputable
Red Hat Emotions		Emotions - I feel.....
Black Hat Negatives		The danger is that
Yellow Hat Positive		Positive - The benefits will be
Green Hat Creativity		If only, I would love
Blue Hat Overview		Recap, Summary of Next Steps

How does it work?

- We have used Kapow Geography planning resource documents to help break Geography down into concepts, terms and vocabulary across each year group and each half term. This ensures coverage of the national curriculum aims and program of study. It also ensures progression within units and over time.
- The development of fieldwork skills is planned into each unit of teaching and it is planned to progress across each year group.
- Children will develop a deep interest and knowledge of their locality and how it differs from other areas of the world.
- There is a focus on Geography vocabulary in all lessons.
- Many opportunities to talk as Geographers.
- TA's sometimes used to pre-teach a concept or vocabulary ahead of the lesson and to consolidate learning after a lesson.
- Recap activities linked to core curriculum knowledge is used to help combat the forgetting curve throughout the children's primary experience

This is what we do:

- Staff are able to create their lessons following the Geography overview set out for them. This overview provides the small steps needed for the children to acquire the knowledge and skills they need.
- Positive use of mistakes/misconceptions that are identified during live marking.
- Regular book scrutiny, learning walks & pupil voice.
- Whole school PD

This is what you might typically see:

- Enquiry led lessons to allow children to explore the answer/s
- Children working as geographers (disciplinary knowledge) to build their understanding of geographical concepts (substantive knowledge).
- Paired/group work
- Use of maps, globes, atlases, GIS, and a range of data collection methods.
- Active Geography- using the orienteering course to answer Geography questions at the same time as applying map skills.
- Engagement and perseverance
- Children being challenged in their learning- next step questioning
- Learning being displayed on working walls in the classroom
- Key vocabulary displayed
- Geographical fieldwork at regular intervals across each year group.

This is how we know how well our pupils are doing:

- Internal tracking following our assessment criteria
- Specific statements given for each lesson to allow all teachers to identify what a secure or greater depth understanding is.
- Pre/ post unit assessments
- Teacher assessment
- Marking and feedback
- Photo evidence of practical Geography work
- Targeted use of TAs – working with different groups of children as needed.

This is the impact of the teaching:

- An in-depth substantive knowledge of the primary Geography curriculum
- The ability to engage in geographical enquiry and disciplinary concepts to work as geographers.
- A rich vocabulary to help children move forward in their Geography learning
- Determination and high aspirations to succeed in Geography- allowing their lights to shine
- A love for Geography as a subject and a desire to learn more!

Geography Books

- Date and lesson enquiry question (underlined with a ruler)
- Underlined subheadings
- Use of thinking maps and thinking hats where appropriate.
- Photographs of children using maps, atlases, GIS etc.
- Start and end of unit assessments
- Key vocabulary throughout all lessons
- Misconceptions addressed and next steps given.