



Sandy Hill Academy

Teaching and Learning Principles

Subject: Geography

Mission Statement:

'Aspiring to achieve, determined to succeed'

Vision:

To provide children with opportunities to know that the world is full of wonders worth discovering. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Geography Aims:

- Develop a curiosity about what the world is like outside of Cornwall.
- Enable children to gain knowledge and understanding of places in the world.
- Increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Allow children to learn graphic skills, including how to use, draw and interpret maps and use atlases.
- Enable children to know and understand environmental problems at a local, regional and global level.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- Develop a variety of other skills, including those of enquiry, problem solving, computing, investigation and how to present their conclusions in the most appropriate way.

Skills Progression:

At Sandy Hill, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning. Each year group will study 'locational knowledge' in the 1st half term in order to attain a firm grasp of where places are in the UK and wider world enabling more concrete connections to be made. Locational knowledge will continue to be embedded throughout the year as a 'fluency style' starter at the beginning of each geography lesson.

Contextual example: (Marking ladders, fluency starter, GDS)

Teaching and Learning Expectations:

- Geography will be taught for an hour a week over a term and a half per year (even split with history).
- Geography skills will be taught discreetly so that skills can be taught, practiced and refined. Geography skills maybe linked to the topic within a class when appropriate.
- At the start of each year, KS2 children will produce a map of the country/countries/seas that they will study as part of the section on 'locational knowledge'. This will be placed in books. KS1 classes will have a map displayed in each classroom. This will then be a reference point that children can use throughout the year.
- All year groups will follow the same sequence of geographical learning and study the following key areas:
 - Term 1 – Locational Knowledge
 - Term 2 – Place Knowledge
 - Term 3 – Human and Physical Geography.Geographical skills and Field work will be ongoing skills to be taught each term alongside the key areas listed above. Field work might be better suited to the 1st half term and Term 3 due to better weather conditions.
- Geography learning to be recorded in books in a variety of ways e.g. written accounts/write ups, pictures/annotated/detailed drawings, photographs, extended pieces of writing. All learning in books to have a marking ladder which shows a fluency starter, tiered learning outcomes, GDS opportunities, vocabulary.
- Geographical opportunities to be given in other subjects once a term e.g. Guided reading material linked to geographical news stories, environmental issues, local/national/global news stories.
- Class blogs and social media to celebrate geography learning at Sandy Hill.

Working Walls/Displays:

All classes to display high quality, current geographical learning. Displays to include children's work, key questions, key vocabulary with definitions and helpful information relevant to the geography being studied.

Monitoring/Assessment:

Exit Points (e.g.: quizzes e.g. Kahoot!, performances, writing links)

Teacher assessments – judgements made within lessons, analysis of independent learning.

Summative Assessment - EYFS, end of KS1 and the end of KS2

Pupil Conferencing

Learning Walk/Lesson Observations

Work Scrutiny

Displays