



Rationale for shared teacher guidance in Geography

This a guide to how we teach Geography at CAW through, in this document you will find the process, strategies, documents and links to curriculum. Happy exploring!

The Leadership of Geography

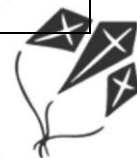
Quality of Education Lead	Assistant Headteacher	Operational Leader
Thomas McMorrin	James McAdam	Olivia Grandi

The Teaching of Geography

To best meet the needs of children in Geography we use carefully planned lessons to be both practical and meaningful to the children, using well-chosen and high-quality resources. Geography is taught for one hour a week for one of the half terms alternating with History. Teachers will enter all sessions with an ambition for pupil retention of key facts – these will be carefully considered when Medium Term Planning to promote accelerated progress. Progress is monitored through the use of blue and yellow tasks pre and post topic. Teachers use “weekly slides” to illustrate our commitment to children being able to identify their place in the world and include a variety of human/physical geographic skills including map work and geographic language. The practical application of skills and knowledge should be promoted; evaluation and demonstration of learning might be made practical and meaningful using Globes and well-chosen texts. Parental engagement events are held termly to provide children the opportunity to showcase their learning.

When Medium Term Planning for Geography consider

Stimuli/Resources	Websites/Staff Server	Planning support from	Dates/Events
A central focus of Geography is studying a topic while focusing on a key question, thinking squares and knowledge organisers. These resources can be found on the website or in the Curriculum folder. Think about the finished product for children and provide children an example. The National Curriculum. Thinking carefully about how the key strands (locational knowledge, place knowledge, human and physical geography, geographic skills and fieldwork) are being met. The humanities resource cupboard in Y6 including atlases,	Geography Skills Progression Do your research, there is a lot to cover and independent research will be crucial, BBC Bitesize is a reliable source, if you need any help or support find me! Digimaps for map resources Learning Objective template (in the staff shared folder) Line guide template (in the staff shared folder) Pop Quizzes template (in the staff shared folder)	James McAdam (AHT) Olivia Grandi (Geography) Previous years planning	Parental engagement events are designed to encourage pupils and families to take part in an activity related to their topic of study and encourage a love for learning.





globes and books related to the topics.

Knowledge Organisers and Thinking Squares
(in the staff shared folder)

SEND Support

When medium term planning for Geography, teachers consider how to best support all children regardless of attainment. This is done through carefully thought out task design and appropriate scaffolds in challenges including the use of Communicate in Print to support the reading of more complex concepts.

In line with our teaching and learning policy, our most effective way to support children with SEND will be through quality first teaching and appropriate questioning. For lower attaining SEND learners we support them by ensuring tasks are pitched at an appropriate level and resources are readily available to provide the most appropriate entry point to work including matching activities and circling the correct answer.

Successful lessons for SEND pupils include the use of a clear First, Next, Last. This chunks instructions sequentially and enables children to know exactly what is required and when for both oral and practical activities.

First	Next	Last
In your groups look at the pictures of the main castles in Britain....	Discuss: What do you notice about what surrounds a lot of these castles?	Discuss: What do you notice about where a lot of these castles are built?

Early Years

Geography statements from the National Curriculum have been matched to appropriate Early Learning Goals, when relevant to their topic. This shows next phase readiness for the KS1 National Curriculum and provides suitable challenge. This ensures children in Early Years building the foundations of their knowledge in preparation for KS1.

Next Phase Readiness	KS1 National Curriculum	Geographical Skills & Fieldwork	Place Knowledge	Geographical Skills & Fieldwork	n/a	Geographical Skills & Fieldwork	Geographical Skills & Fieldwork	Locational Knowledge	Human & Physical Geography	Place Knowledge
		Using simple directional language (near, far, left, right). Use simple fieldwork and observational skills to study the	Understand geographical similarities and differences through studying the human geography of a small area of the UK and a small	Use simple fieldwork and observational skills to study the geography of their school. Human & Physical Geography		Describe the location of features and routes on a map.	Use simple fieldwork and observational skills to study the geography of their school grounds.	Name, locate, identify characteristics of the capital cities of the UK.	Identify seasonal and daily weather patterns.	Understand geographical similarities and differences through studying the human geography of a small area of the UK and a small area in a non-European country. Human & Physical Geography

		geography of their school.	area in a non-European country.	Identify seasonal and daily weather patterns.						Identify seasonal and daily weather patterns.
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Most effective lessons look like...

Create a separation between History and Geography. We want children to be aware of the world around them. We need children to understand *WHERE WE ARE* in relationship to the unit of study of study.

Each half term:

- All children will be assessed on knowledge through the use of Pop Quizzes. Pop Quizzes at the beginning of a unit should be printed in blue and Pop Quizzes at the end of a unit should be printed in yellow. This clearly highlights the differences in attainment pre and post the teaching of the unit.

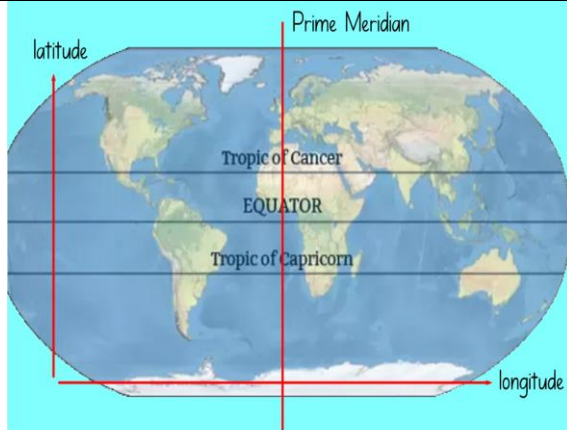
Geography POP Quiz Walk Like an Egyptian Year 4

Question	Choice 1	Choice 2	Choice 3
1. Egypt is in which continent?	Africa	Europe	Asia
2. What is the name of the river which flows through Egypt?	River Nile	River Thames	Amazon River
3. The Mississippi, Ganges and Seine are famous...	volcanoes	mountains	rivers
4. The River Nile flows into which sea?	Mediterranean	Red	Caribbean
5. What is the Equator?			
6. What are the main stages of the water cycle?			
7. What is evaporation?			
8. How many features of a river can you name?			

- Should have a geographical context lesson, which discusses the physical location of what they are learning. This should include highlighting capital/major cities, location within the context of the world, physical features of the country or topological features. Not only should children be able to identify where in the world they are studying using a map, they should be able to do so in a variety of contexts.
- World map where children will identify the region of which they are studying.
- Link the learning back to both the knowledge and the skills.
- Learning Objectives should be chosen by using the History Progression documents and copied directly from it. Each lesson should include both knowledge and skills found on the History Progression document.

Each lesson should be introduced using the Geography "weekly slides." These can be found in the Curriculum folder on the staff shared system.





latitude - measures North to South

longitude - measures East to West

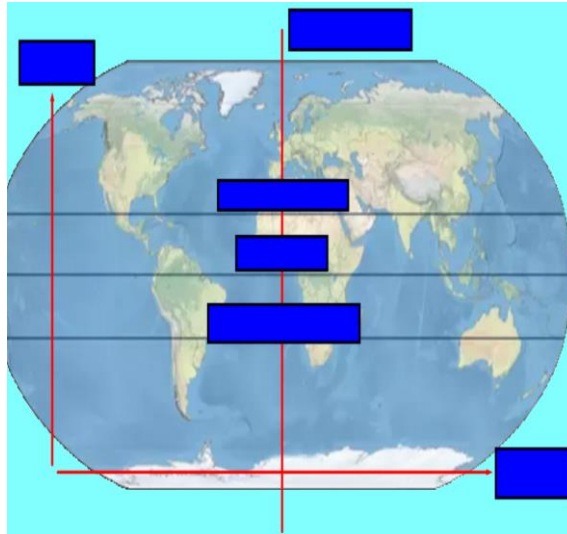
Prime Meridian - the starting point for measuring longitude

equator - an imaginary line separating the Earth into Northern and Southern Hemispheres

Tropic of Cancer - an imaginary latitude line located above the equator that runs across the globe at about 23 degrees North. It is the most northern place the sun can hit the Earth.

Tropic of Capricorn - an imaginary latitude line located below the equator that runs across the globe at about 23 degrees South. It is the most southern place the sun can hit the Earth.

Year 4
example



 **Ancient Egypt**
3100 BCE – 32 BCE

Where? Egypt

Current Continent: Africa

Geography: The study of earth's physical features and its people

Physical features: Natural features like rivers and mountains

Human features: Things made by humans like buildings and landmarks

Egypt

Africa



Map of Egypt

United Kingdom

Europe



Map of the United Kingdom

United Kingdom

Europe



Map of the United Kingdom



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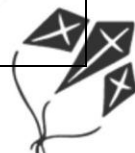


Lesson structure should reflect the 7-part structure:

Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate
Immediate Engagement	Independent Learning Time	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Reflect and Perfect	Evaluate and Demonstrate
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Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time		Independent Learning Time	Assessment Accountability
		Independent Learning Time	Teacher Led Phase			



Pupil outcomes																																							
Intended Learning	Exercise Books/Demonstrable Outcomes																																						
Geography lessons can be displayed in a variety of ways in the books (each class has been given metallic markers). However you choose to display and present work, ensure that you provide line guides and differentiation for the needs of the pupils in your class. Appropriate scaffolds may include matching or tick the correct answer questions.	Pop Quizzes in different colours show that children have made rapid progress 1) Pop Quizzes in blue – to demonstrate base knowledge in relation to the key facts for retention 2) Teaching skills and reflection 3) Pop Quizzes in Yellow - to demonstrate new skills and apply them in relation to the key facts for retention Children may also be asked to articulate what they have learned to an adult to demonstrate progress. At the end of the term children should be provided the opportunity to answer the Thinking Square questions in length. This should take up an entire lesson and be an example of extended writing in Geography. They should also have the opportunity to answer the Concept																																						
	Geography POP Quiz Walk Like an Egyptian Year 4 <table border="1"> <thead> <tr> <th>Question</th><th>Choice 1</th><th>Choice 2</th><th>Choice 3</th></tr> </thead> <tbody> <tr> <td>1. Egypt is in which continent?</td><td>Africa</td><td>Europe</td><td>Asia</td></tr> <tr> <td>2. What is the name of the river which flows through Egypt?</td><td>River Nile</td><td>River Thames</td><td>Amazon River</td></tr> <tr> <td>3. The Mississippi, Ganges and Seine are famous...</td><td>volcanoes</td><td>mountains</td><td>rivers</td></tr> <tr> <td>4. The River Nile flows into which sea?</td><td>Mediterranean</td><td>Red</td><td>Caribbean</td></tr> <tr> <td>5. What is the Equator?</td><td colspan="3"></td></tr> <tr> <td>6. What are the main stages of the water cycle?</td><td colspan="3"></td></tr> <tr> <td>7. What is evaporation?</td><td colspan="3"></td></tr> <tr> <td>8. How many features of a river can you name?</td><td colspan="3"></td></tr> </tbody> </table> Date: _____ Thinking Square Questions 1) What are the main features of a river? 2) Convince me that we drink the same water as the Ancient Egyptians. 3) Why do settlements often develop around rivers? 			Question	Choice 1	Choice 2	Choice 3	1. Egypt is in which continent?	Africa	Europe	Asia	2. What is the name of the river which flows through Egypt?	River Nile	River Thames	Amazon River	3. The Mississippi, Ganges and Seine are famous...	volcanoes	mountains	rivers	4. The River Nile flows into which sea?	Mediterranean	Red	Caribbean	5. What is the Equator?				6. What are the main stages of the water cycle?				7. What is evaporation?				8. How many features of a river can you name?			
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Date:

[illegible]



Feedback

Please refer to our Feedback and Marking Policy in line with this guidance

- Pupils' success and areas for development against their Learning Objective will be acknowledged by school staff. This will take the form of written or verbal feedback as per the general principles of the feedback and marking policy in the majority of instances
- Pupils will be afforded the opportunity to respond to their feedback using their 'purple pen of power', in line with the Handwriting and Presentation Policy. Next steps may require editing of previous learning, additional work to be completed or responding to questions designed to extend
- Where 'next steps' have not been provided, it may only be necessary for a pupil to initial their teacher's comment and subsequent progress will be evident
- Pupils' work should be used to inform the teacher's judgement of the pupil's performance against the National Curriculum Objective in priority over spelling and grammar
- Pupils' Learning Objectives should highlight if a child completed work independently, with medium level of support or with high level of support. This can be done by circling HMI on the Learning Objective.



Monday 13th September 2022

H M I

To be able to use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied





Displays

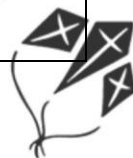
Please refer to Display Policy in line with this guidance

The most effective displays provide the opportunity to revisit prior learning and are interactive and build communality. Timelines of the term are an effective way in which to visually remind children of what they have previously learned and to link the whole unit of work together sequentially. All displays should include a map of the world with the Key Questions, Knowledge Organisers and Thinking Squares on or near the display.

KS1 Examples



KS2 Examples





In Development

As the AAT Geography curriculum is newly implemented. We are trialling different ideas across the whole school to see what works best for City Academy Whitehawk. Below is an outline of what is 'in development' for Geography across the whole school:

- We are developing how we want our Geography displays to look as well as display board allocation so we can understand how to support children best in their learning of Geography.
- We are developing an understanding as to how to allocate the teaching of Geography and History across the school for consistency. Some year groups are trialling the teaching of Geography before History to deepen children's understanding of 'WHERE' they are before 'WHEN' they are. Some teachers are teaching History prior to Geography to deepen their understanding of 'WHEN' they are before 'WHERE' they are.
- We are developing an understanding as to how to respond to the Thinking Square and Concept Questions to ensure full coverage and be able to show children's understanding of the key concepts.
- We are developing an understanding of how to scaffold extended writing tasks in Geography to support children's understanding in lessons and show their progress at the end of units
- We are trialling the use of recall questions at the beginning of each lesson to address the previous lesson's misconceptions and deepen children's understanding of previous learning.

Learning Objective Exemplar:



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