Developing an approach to teaching and learning in Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. *NC 2014*

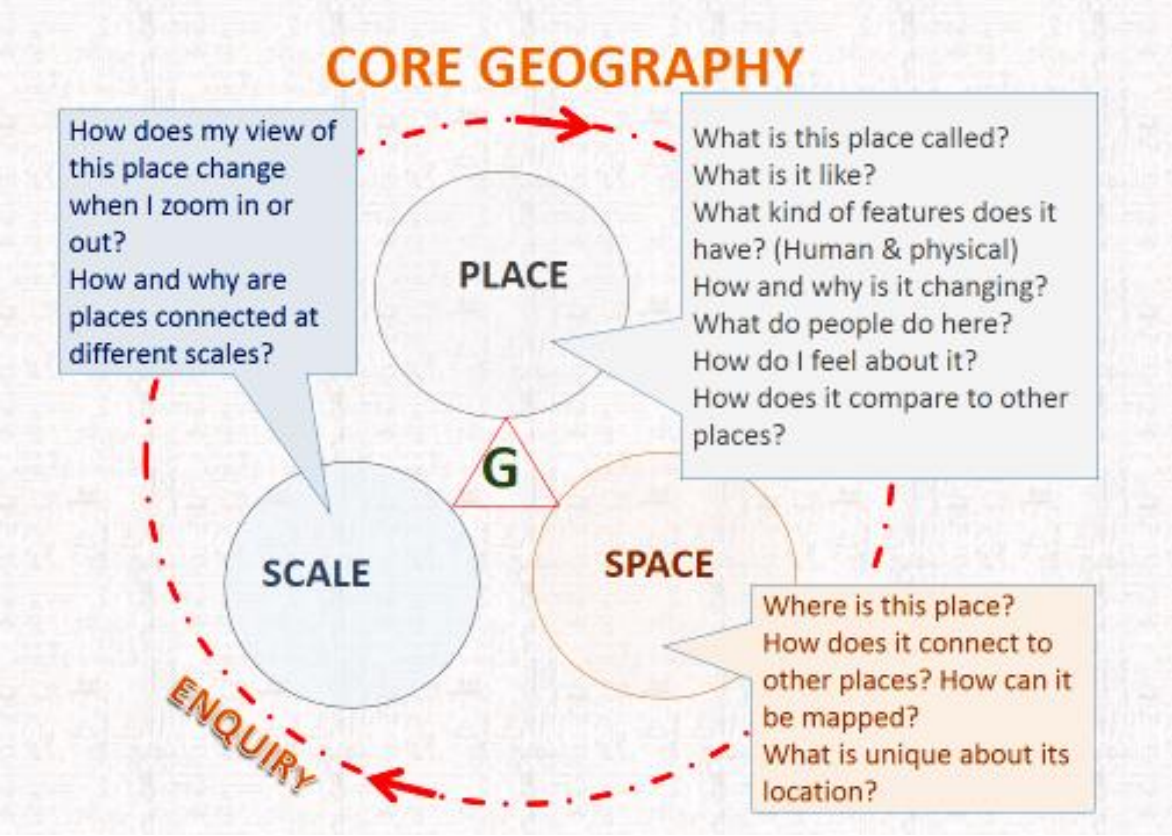
- Inspiring pupils' curiosity to know more about the world in which they live and its people
- Equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement
- Developing contextual knowledge of the location of globally significant places
- Understanding
- Developing geographical skills

Teaching and learning of Geography at Wormley Primary School aims to give children an opportunity to explore their place in the wider global community, starting with their local area. We encourage children to follow their own lines of enquiry sparked by curiosity through fieldwork experiences and authentic and relevant resources.

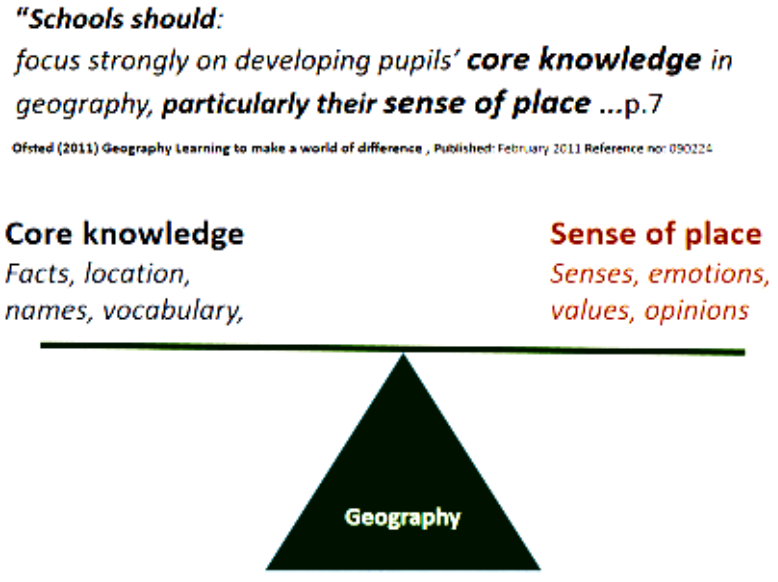
We encourage children to notice carefully and deeply, and demonstrate their learning in a variety of ways: reports, models, drawings, presentations, fact-files etc.

Learning can be recorded in the children's humanities books as well as their creative logs. At least one piece of quality writing from the geography topic should be recorded in the children's writing books.

We teach the 3 key concepts:



Place	Studying real places is an essential context for developing geographical enquiries. Although it is a fundamental idea in geography, its definition is not straight forward. We could, perhaps, settle for 'place is space that carries meaning, often through human occupation or by human interpretation'. Every place has a particular location and a unique set of physical and human characteristics. These include what a place is like, how it became like this and how it is subject to forces for change. Furthermore, the same place can be represented differently. What we think about places is both shaped by, and shapes, our 'geographical imagination'. Pupils carry with them mental images of places – the world, the country in which they live, the street next door. These form part of their 'geographical imagination'. It is important that pupils recognise that there are many images of places, some of which may conflict with their own.
Key Questions:	*What is this place called? What is it like? What kind of features does it have? How and why is it changing? What do people do here? How do I feel about it? How does it compare to other places?*
Space	From a geographical perspective, space involves thinking about where features, sites and places are located. Studying spatial layout involves exploring the interactions between features and places and how they affect each other. Geographers look for the distribution of features and at the patterns they show to see how and why they create networks and what the effect is.
Key Questions:	*Where is this place? How does it connect to other places? How can it be mapped? What is unique about its location?*
Scale	Understanding **scale** is as important for learning about the global dimension as it is in geography. Virtually any topic, when studied geographically, benefits from a 'scaled' approach. Scale influences the way we represent what we see or experience. We can select different scales from the personal, local and regional to the global. In between, we have the national and international scales, which are very important politically. We cannot, for example, fully understand high street shopping in a locality, or industrial change in a region or country, without comprehending the global context. Choice of scale is therefore important in geographical enquiry, as is the realisation that scale resolutions are interconnected, as if by a zoom lens.
Key Questions:	*How does my view of this place change when I zoom in or out? How and why are places connected at different scales?*



SEND

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are for life-long learning, personal growth and development of independence.
Some of the actions we may take to achieve this are:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Use of speaking frames to form reasoned answers.
- Plan adaptable tasks and challenges linked to the objectives.
- Pre-teach topic specific vocabulary.
- Use of digital images and maps in addition to written sources and converting into auditory forms.
- Fieldwork used to develop pupils' understanding of different environments.
- Resources that emphasise touch such as 3D models and tactile maps.

Developing the skills of a geographers - think and behave like a geographer
(links to WS Learning Attributes and tools)

We share some key skills of geographers in order to encourage them to think and behave like a geographer. Teachers assess pupil progress against the phases' assessment criteria.

Curiosity	Be curious about the world. Ask questions and wonder why.
Active Listening	Give full attention to what different people say, taking time to understand the points being made and asking questions as appropriate.
Critical Thinking	Use logic and reasoning to identify the strengths and weaknesses of alternative ideas, conclusions or approaches to problems.
Active Learning	Investigate new information for both current and future problem-solving and decision-making.
Judgment and Decision Making	Consider the positives and negatives of actions to choose the most appropriate one. Acting as a courageous advocate for the world with a sense of fairness and justice.
Collaboration	Work with others to achieve more.
Problem Solving	Identify problems and review related information to develop and evaluate options and implement solutions.
Writing	Communicate effectively in writing for the needs of the audience.
Speaking	Talk clearly to others to convey information effectively.
Social Awareness	Be aware of others' reactions and understand why they react as they do. Recognise that people see things in different ways.
Persuasion	Persuade others to change their minds or behaviour based on your evidence.

Programme of Learning

Key stage 1 **Localities and building blocks**	**Key stage 2** **Regional studies and locational knowledge; geographical processes and skills**
● Focus on local area [opportunities to link with History] ● Locational knowledge: The nations of the UK, the world's seven continents and five oceans ● Contrasting non-European locality specification ● UK seasons and weather, hot and cold regions of the world ● Specified vocabulary for physical and human features ● Use of simple compass directions	● Locational knowledge: the world's countries ● Locational and place knowledge of UK, Europe [including Russia] and the Americas. Physical and human geography at a regional scale ● Position and significance of latitude, longitude etc ● Key aspects of physical and human geography [includes settlement, rivers, the water cycle] ● Compass directions, use of OS map conventions. Greater emphasis on fieldwork