

Geography at Litcham School

INTENT

1. To deliver the Geography National Curriculum.
2. To deliver a knowledge led Geography curriculum, where knowledge and skills are revisited.
3. To deliver a broad and engaging Geography curriculum that inspires pupils with curiosity and fascination about the world and its people that will remain with them throughout their lives.
4. To 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.
5. To deepen pupils' understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
6. To be confident in using geographical skills and fieldwork to explain how the Earth's physical features and human features at different scales are shaped, interconnected and change over time.

IMPLEMENTATION

Curriculum Delivery

1. At the Primary Phase, Geography is delivered through topics detailed in the programmes of study and progression for KS1 and KS2. In EYFS, Geography is part of knowledge and understanding of the world and is threaded through class interests and themes. To improve students' locational knowledge, they have a UK map and a world map that is added to each year.
2. Topics chosen are age appropriate, build on the student's prior knowledge and skills and ensure that the National Curriculum is taught broadly, engagingly and fully. The topics are chosen to inspire students with fascination about the world and its people.
3. Topics are taught either half-termly or termly and are sometimes, at KS1 and 2, combined with History, particularly if it is a local study. At KS3, topics are taught in half termly units. The shorter length of topics enables the range and variety of topics to be delivered.
4. There is a mix of human and physical geography within each year group and these are revisited and developed in each key stage. A country regional study builds on the skills throughout each year group, and the countries are divided between year groups, for example: China and Asia, Middle East, Africa and Russia. These diverse places, people and resources and natural human environments studied throughout each key stage enable a pupil's understanding of the interaction between physical and human process. This also fits with a deeper understanding of the Earth's key physical and human processes.
5. Topics are delivered to enable progress to be evident. In Year 7, a microclimate study introduces the skills of data collection and processing within a basic piece of fieldwork: collecting data around school grounds. This knowledge is developed through subsequent year groups enabling KS4 Geographers to complete fieldwork units for GCSE. Map skills are revisited in Year 7 and built upon in subsequent units of work across the key stages. Although this is a basic geographical skill, it is imperative to build, over time, a student's understanding and knowledge of how to access relevant information. This enables our student to be confident in using geographical skills and fieldwork to explain how the Earth's physical features and human features at different scales are shaped, interconnected and change over time.
6. Topics studied in Year 9 directly feed into the GCSE two year course. All topics throughout each phase are revisited and enable a developed understanding of the curriculum.
7. Literacy is promoted through the identification of keywords in every lesson and the promotion of their use in oral and written activities. Numeracy skills are addressed in context to the topic being taught. Graph skills are also taught.

Teaching and Learning (including pedagogical approach and research)

At the Primary Phase, a variety of teaching approaches are used including whole class discussion, individual, paired and group work. Teachers may make use of the following sources: books, videos, photographs, the

Internet, maps atlases, globes, Google Earth, photographs, the school grounds and local area. By KS2, pupils are taught to use OS maps and grid references which are later revisited in KS3 and 4. Fieldwork is important in teaching geography and pupils are taught to observe, measure and record both the human and physical features of the area studied. These skills and knowledge is also revisited in KS3 and 4. Students may produce different genres of writing such as explanations, information persuasive writing and letter writing linked with work in English.

Geography, in all key stages, uses a range of pedagogical strategies within the planning and delivery of each lesson. Knowledge, retrieval and metacognition are a key factors within all planning. These strategies enable students to embed learning and knowledge, move understanding from the working memory to long term with the skills needed to access knowledge more readily and easily, and to understand the concept of learning for understanding and not for learning sake. Literacy is taught within each lesson and extended writing is the focus for current research. Geography and English are collaborating to devise strategies to develop and improve extended writing for all key stages.

Extra-Curricular

Teachers at the Primary Phase organise visits to enhance the teaching of Geography. A KS2 day focusing on geographical skills at Whitwell Hall is planned for the summer term. A similar day at West Runton Beach is planned for EYFS and KS1. KS3 Geography shares the Castle trip. KS4 have two fieldtrips that play part of their GCSE course: Urban - King's Lynn and Coastal – Sheringham. All students are encouraged to read around the subject. A trip to the Globe in Year 8 (in collaboration with Art, Drama, English, History and Religious Studies) is planned to revisit knowledge about settlements and urbanisation.

IMPACT

At the Primary Phase, each topic begins with a pre-assessment. Students are given the opportunity to demonstrate what they already know about the topic. At the end of the topic, pupils are asked to show what they have learned. Each topic has a set of objectives to be met and students RAG rate these at the end of each lesson. This allows teachers to re-visit or spend more time on aspects of study the pupils have found more difficult. Each year, the subject leader carries out a book scrutiny to monitor coverage and progression and asks a sample of pupils about their experiences of Geography. Feedback is then given to staff. A book scrutiny and learning walks are also a key measure of quality assurance of teaching, lessons and marking at KS3 and 4.

Formal assessments take place once every half term in each key stage. Students are given clear targets and success criteria and are instructed on how to achieve them. Clear feedback is given with measurable, realistic challenges for improvement. Differentiated Target Driven Learning is used to measure students understanding of achievement, to direct students to success and progress and to enable students to self/peer assess and offer next step suggestions.

Over the course of KS3 and KS4, teaching and planning is crafted by the use of retrieval and metacognition strategies, therefore enabling our students to build on previous knowledge and access learning from across each phase – from EYFS to KS4. At the end of each year and Key Stage, students show a secure understanding of subjects covered and how these fit with previous learning. Key Stage 4 results are usually in line with the National results. Students who are at risk of not achieving their potential are identified and interventions are put in place. These may include seating changes, extra directive within lessons, more scaffolding within tasks, contact with parents and extra tuition if warranted. Postcards home are an effective way to show students they are doing well in the subject. The overall impact of delivering the curriculum in this way enables our students to not only build on previous knowledge but to develop this knowledge in more detail across the key stages.