



What is Geography?

How do geographers work?

What skills do they need and how do they think?

Our Subject Leader's Policy & Guide

Intent For Our Geography Curriculum

Vision For Geography

At Mayfield, we believe that a high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives. We believe that there can be few things more fundamental than learning about the 'earth as our home' and our understanding of it. Geography, when taught well, should fascinate and inspire children and nourish curiosity. Geography also deepens understanding of many contemporary challenges – climate change, food security, energy choices. As a subject, it impacts upon every aspect of our children's lives and plays a crucial role in developing caring and understanding citizens of tomorrow. It is a challenging but essential vision!

At Mayfield, we want children to realise that geography is about *them*, growing up in their world. We want to build on children's interests and experiences but also find ways to challenge and excite them with content that might be beyond their immediate horizon or experiences. We carefully select projects which reflect the needs of our children - ones which, consider our unique locality and wider region, but also take them beyond the local area to explore the UK and the wider world, to develop a passion for learning so that they leave us excited about geography as a subject.

Intent For Our Geography Curriculum

How We Plan For, And Teach, Geography

When planning our geography curriculum, we have thought about its distinctive character as a discipline and ensured that we have woven the concepts that are fundamental to geographical thinking into our curriculum. Skills needed to be a geographer are taught progressively. Concepts are built upon, learning is revisited and children's **locational and place knowledge** is built on year on year and form a constant thread. **Five disciplinary concepts** form broader, recurring themes running through the studies - two of which (**Fieldwork** and **Map Reading**) are highly, distinctive and prominent within our planning and resourcing.

Geography is taught through termly projects – children complete three units over a year. Teachers are clear about what they need children to learn and how this builds on prior learning. We draw on the expertise of **The Geographical Association** to ensure our units are well planned and use this organisation to develop our teachers' subject knowledge and their ability to find and locate appropriate and quality supporting resources.

Fieldwork is a statutory part of the National Curriculum and is undertaken throughout our seven year journey. Our geography curriculum ensures children engage regularly with the outside world and develop skills in meaningful and current contexts. **We make extensive use of our immediate and local area** as it offers quite a unique combination of physical and human characteristics in its design. First hand experiences are really important for our children at Mayfield as many often lack that broader awareness of the world around them. Fieldwork ensures children are engaging with this wider world, managing risks, navigating real landscapes and gathering data for real purposes.

Through our geography curriculum, we have thought about **key substantive concepts/threads** that run through our projects. These are: **Place; Location; Climate; Natural Environments; Population - Migration - Trade - Tourism; Building Environments, Settlements & Land Use**. They are revisited over time and add to the cohesiveness of our curriculum. Geography's presence is maintained through the position of **Geography Stations** in each classroom, whilst the profile of geographical reward, achievement and celebration throughout the school year is maintained via the roles of our **Student Subject Champions, Subject Celebrations** and **Subject Achievement Displays**. Rewards always have a specific eye upon personal progress rather than summative attainment. Geography continues via our enrichment, wider curriculum opportunity: **The Boot Room** which runs across the year.

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Intent For Our Geography Curriculum

How We Assess Geography Learning

The impact of our geography curriculum can be seen in the children's work and responses to learning via: books; celebration assemblies; display boards; drama/performance in our ABC Theatre. The detailed planning outlines the main learning objectives and **Big Questions** that the children will explore and answer during their learning. Children have **Learning Journeys** for each unit, which outline what they will be learning, how this builds on previous learning and what the next steps in learning are. Learning is revisited regularly. When teachers start new projects, they recap upon prior learning and use our recurring concepts to deepen children's understanding and knowledge of geography. The opportunity to evaluate and reflect on their learning is planned for regularly to enable the children to see how their learning is progressing through the use of **Brain Gym, Quizzes** and **Self-Quizzes**. Children's learning is assessed informally in each lesson and teachers plan responsively for next steps - often using the aforementioned strategies. These activities are also used at the end of a project and help to provide evidence for summative judgements made using the **Key Milestones Assessment Document**. At the end of the year, class teachers use the children's recorded work and assessments to make a judgement as to whether each child is working at the expected standard. We use **Project Posters** to aid memory retention. The most frequently used strategy is our **Brain Gym** opportunities which are devised to hold some of the activities highlighted above but above all else as a planned opportunity for daily review.

How We Adapt & Record Learning And Outcomes In Geography

The subject leader has created **Learning Journeys** to assist with progression and knowledge in each subject. They act as a central support for session and activity preparation and are designed for regular use with the children as determined by the class teacher. Above all they provide a spine for teachers and supporting adults that can then be personalised and adapted to meet the starting point needs of the children in each class. These can be most notably deployed during **Brain Gym** and work alongside our **Geography Stations**.

Ways of demonstrating progress and outcomes must be adaptable to suit the needs of learners and the requirements of the subject. Therefore each subject has its own bespoke way of gathering evidence from learners. Otherwise recording work becomes a barrier to learning rather than a chance to celebrate children's achievements and specialist skills and knowledge in areas where they may otherwise excel.

In geography, children's work is gathered in:

Individual Exercise Books, Verbal Presentations of Work

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Geography @ Mayfield

**DISCIPLINARY
CONCEPTS**

MAP READING

FIELDWORK

CHANGE &
CONTINUITYSIMILARITIES &
DIFFERENCESCAUSE &
CONSEQUENCE**DISCIPLINARY
CONCEPTS****SUBSTANTIVE
CONCEPTS**

LOCATION

NATURAL
ENVIRONMENTS

CLIMATE

POPULATION,
MIGRATION,
TRADE,
TOURISMBUILDING
ENVIRONMENTS,
SETTLEMENTS
& LAND USE**SUBSTANTIVE
CONCEPTS****THE KNOWLEDGE OF PLACE****PROJECTS**

YEAR 1: AUTUMN

*What does our world look
like?*

YEAR 1: SPRING

*What is special about the
United Kingdom?*

YEAR 1: SUMMER

*What do I know about my
town?*

YEAR 2: AUTUMN

*Why do people visit
St Annes?*

YEAR 2: SPRING

*How is the
world connected?*

YEAR 2: SUMMER

*Is Australia just like our
home?*

YEAR 3: AUTUMN

Ribchester

YEAR 3: SPRING

Food & Farming

YEAR 3: SUMMER

Rivers

YEAR 4: AUTUMN

Trade Across The World

YEAR 4: SPRING

The Alps & Tourism

YEAR 4: SUMMER

Superb Structures

YEAR 5: AUTUMN

Frozen Kingdoms

YEAR 5: SPRING

The Amazon

YEAR 5: SUMMER

The Growth of Blackpool

YEAR 6: AUTUMN

Earth's Resources

YEAR 6: SPRING

Restless Earth

YEAR 6: SUMMER

*Morecambe Bay***PROJECTS**

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Geography Overview



	Autumn	Spring	Summer
EYFS	<p>I wonder what changes in Autumn? Children will start to develop knowledge about their immediate locality. They will start to understand where their home and school is and the names of key place/s i.e. St Annes, St Leonard's Road East/West and their home address. Additionally, they will begin to identify seasonal weather changes in our locality. Children will also be able to describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>I wonder what changes in Winter and Spring?</p> <p>I wonder if everyone lives near the sea?</p>		
Year One	<p>My World What does our world look like?</p>	<p>My Country What is special about the United Kingdom?</p>	<p>My Locality What do I know about my town?</p>
Year Two	<p>My Locality Why do people visit St Annes?</p>	<p>My World How is the world connected?</p>	<p>My Country - New Country Is Australia just like our home?</p>
Year Three	<p>Region Study Exploring Ribchester</p>	<p>Human & Physical Study What is farming and how does it work?</p>	<p>Human & Physical Study Why are rivers so important?</p>
Year Four	<p>Human & Physical Study How does trade link the world together?</p>	<p>Region Study Why do tourists go to the Alps?</p>	<p>Region Study How do structures link our coastline to the world?</p>
Year Five	<p>Human & Physical Study Frozen Kingdoms</p>	<p>Region Study The Amazon</p>	<p>Human/Physical/Region Study How did Blackpool grow from Victorian times?</p>
Year Six	<p>Human & Physical Study Earth's Resources</p>	<p>Human & Physical Study Restless Earth</p>	<p>Human/Physical/Region Study Morecambe Bay</p>

See the Geography Medium Term Plans for details about the content in each project/unit.

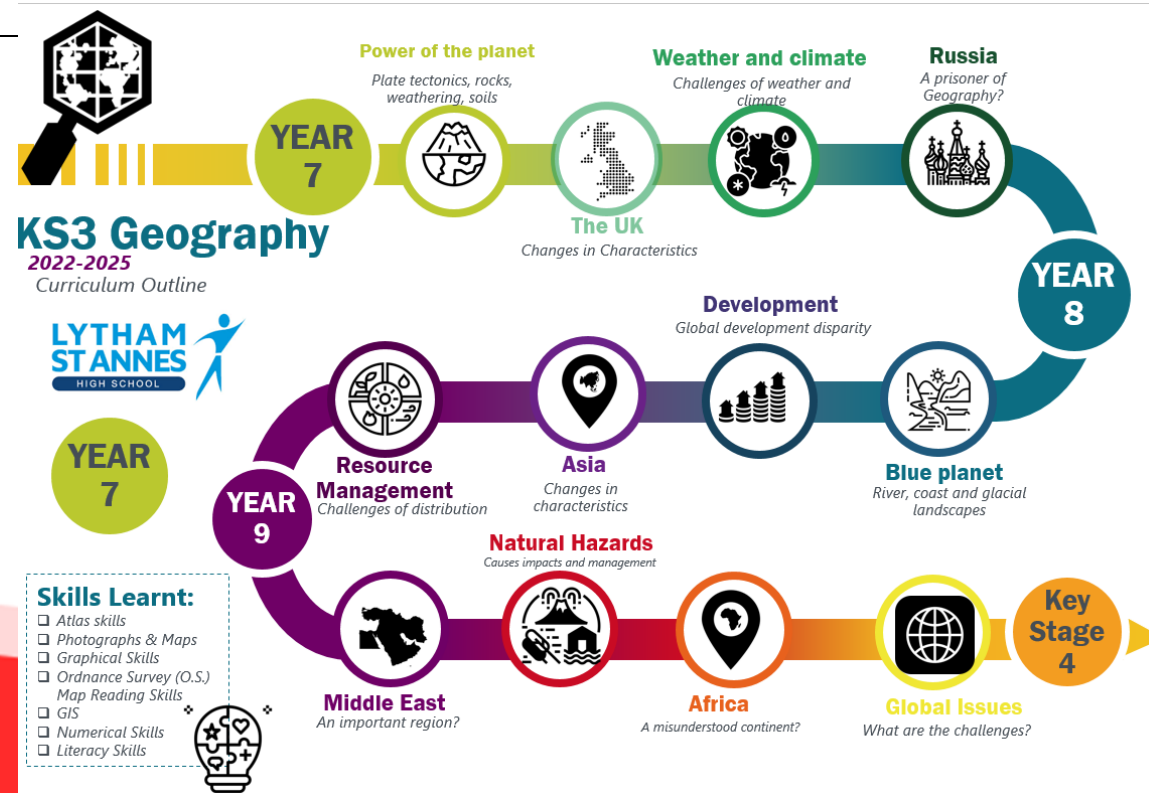
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Intent For Our Geography Curriculum

An Awareness Of Year 7 Coverage & Direction

We have designed our curriculum with a view upon the learner's progression into KS3 in mind. As such, we have considered the curriculum of our feeder high school where almost all of our learner's attend upon leaving Mayfield. Therefore our projects either give knowledge that can be taken into more specific and detailed studies at Year 7 or allow for new areas to be studied that can draw upon and make relevant use of prior learning within Mayfield projects. We have also considered our vocabulary in relation to this as well and deliberately use terms in Lower and Upper Key Stage Two that have been highlighted as important in the Year 7 curriculum.

Lytham St Annes High School Geography Department's Curriculum Overview: 'The KS3 curriculum is designed to develop students' understanding of the world as the home of humankind and the important role they play within it. As students' progress on their learning journey, will consolidate and extend their knowledge of the world's major countries and their physical and human features. Develop their understanding of how geographical processes interact to create distinctive human and physical landscapes that change over time. Meaning that learners become aware of increasingly complex geographical systems in the world around them. Learners will also develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources. In this way learners will continue to enrich their locational knowledge and spatial and environmental understanding.'



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A Geographer's Vocabulary

A core **Geography Glossary** has been created for the children across school. The vocabulary is progressive from EYFS onwards and at all times retains vocabulary previously introduced. We have chosen this language based upon the perspective of being a geographer considering the broader concepts and skills ahead of 'project specific terms'. These are present around the **Geography Stations** in the learning spaces.

Specific project based geography terminology is highlighted within the body of each session and adults discuss this new terminology linked to the project being studied at the appropriate time. **It is not expected** that these terms are permanently added to the vocabulary for 'being a geographer', although we clearly aspire for the children to hold onto terms in order to aid their ability to discuss differing projects across their studies.

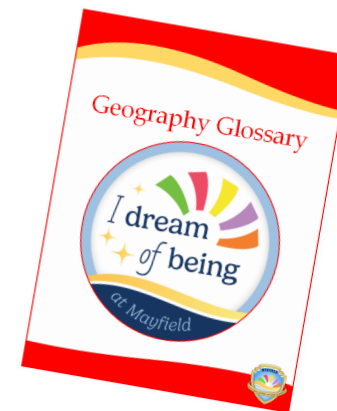
It is expected that the children maintain and use their Geography Glossary above all else.

The Geography Glossary can be downloaded separately in PDF form.

Here are examples of the two kinds of vocabulary we have identified.

Geography Glossary Vocabulary: Climate, Region, Population

Specific Project Vocabulary: Morecambe, Volcano, Ribchester



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