

“Be courageous; be strong. Do everything in love” (1 Corinthians 16:13-14)



**BITTERLEY C OF E PRIMARY SCHOOL**

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## **Intent, implementation, and impact Statement: Geography at Bitterley CofE Primary School**

At Bitterley, we encourage pupils 'to be courageous, strong and do everything in love.' The importance of understanding that each of us is rooted in love is not under-estimated at Bitterley.

'Love always trusts, always hopes, always perseveres.' Corinthians 13:7 Trusting in love gives us the courage to be ourselves. Courage is from the Latin 'coeur' which means 'To tell the story of who you are with your whole heart'. Our intention is for our pupils to leave Bitterley prepared for 'Life in all its fullness' and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: '**Courage, strength and love**':  
**Courageous** – Living wholeheartedly. Using the knowledge and skills in our curriculum to choose our own path free from stereotyping; being curious, aspirational. Speaking out for those who do not have a voice.

**Strength** – Having a growth mindset, developing resilience, being able to persevere to achieve our goals to create a confident well-rounded citizen in our diverse world.

**Love** – Embracing our neighbours, developing a greater awareness of the challenge's others face in life and how we can make a difference in our school community, local community and further afield. Through the curriculum we develop pupils understanding of challenges locally and globally. We teach pupils to listen with respect.

At Bitterley CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education and beyond. We view our curriculum as a spiral: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through progressive concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge and skills that are acquired are more likely to be remembered. Our curriculum sets out WHAT will be learned and WHEN it will be learned. We understand that cultural capital is the essential knowledge that children need to prepare them for their future success. Through our curriculum we provide different experiences and opportunities to support the accumulation of knowledge, behaviours, and skills that a child gains over time

## Intent

The Intention of the Geography curriculum at Bitterley School is to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world that we live in, its people and environments; in other words, **to think like a geographer**. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our carefully planned curriculum, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Building and expanding children's personal experiences of geography is recognised in research as highly influential when children are learning geography. Many researchers note that the concept of building from what is known or familiar to pupils gives them security in their understanding and so helps them commit knowledge to their long-term memory. It is also important that children gain knowledge about the world beyond their own experience, for example to appreciate how people live in other parts of the world. However, children must still be able to relate this to what they already know if they are to build a strong schema (a cognitive structure that connects knowledge previously learned). This helps them to build, connect and remember different aspects of the curriculum in the long term.

To support this our curriculum was chosen to build on pupils' prior learning and to re-visit the content, which supports pupils in developing strong schemata. It organises and repeats substantive and disciplinary knowledge in ways that show pupils how each component fits together and how each composite idea fits with others. Through this, children gain a secure grasp of well-connected pieces of knowledge and consequently know more, remember more and are able to do more, thus making good progress in the subject.

We recognised that building pupils' knowledge of locations, or 'where's where', helps them build their own identity and sense of place and allows them to develop an appreciation of distance and scale. This is built upon as the children progress through the curriculum so that they gain the knowledge they need to develop an increasingly complex understanding of place. This helps them make a connection between location and geographical processes and personal experience.

To ensure this rationale is followed we have chosen to follow the Kapow Geography scheme of work which encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary.

Our Geography curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum.

## Implementation

### When is Geography taught and why?

Research shows that subjects are often diluted or lost within a topic-based approach, the clarity of the curriculum goals can be lost, potentially, one subject can dominate at the expense of the others.

In addition to this the knowledge to be learned must build, within its own discipline, on what is already known and look forward to what is next to be learned. Furthermore, each subject has its own disciplinary structure to be respected and substantive knowledge to be learned. With this in mind, we made the decision to move away from thematic approach and to teach Geography discretely.

Research also shows that geography has often had a relatively low status with studies showing a decline in the amount of time spent in classes studying geography, particularly in primary schools. To address this for KS1 and KS2, Geography is taught for 1 hour each week as a discrete subject alternating half termly with the teaching of History to ensure that learners revisit content regularly. Each area of the National Curriculum is delivered via a two-year rolling cycle which covers the whole of the Geography curriculum.

For EYFS the Understanding the World Area of Learning is taught throughout the year via adult-led activities linked to the Kapow Geography Year Reception curriculum, child-led learning initiated via specific enhancements and the carefully planned ongoing provision which cover the whole of the EYFS curriculum.

### **How is Geography taught?**

We teach Geography via a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Our Geography curriculum has a clear progression of skills and knowledge within the four NC strands

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

across each year group. Our Progression of Skills and Knowledge Planning document shows the skills taught within each Key Stage and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Our enquiry questions form the basis of our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. The questions have been designed to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible building upon substantive knowledge (content) and disciplinary knowledge (relationships and connections between ideas) as children progress throughout the curriculum – supporting children in beginning to think like Geographers and to practise procedural knowledge regularly.

Our school grounds are used to facilitate geographical exploration with our Forest School sessions regularly having an explicit geographical focus to allow children the opportunity to apply learned skills. Our Geography curriculum follows an enquiry cycle that maps out the fieldwork process of **question, observe, measure, record, and present**, to reflect the elements of the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives

children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

### **What does a KS1/KS2 Geography Lesson Look Like?**

Each lesson begins with “As Geographers...”. Teachers then go on to reference a range of possible careers and opportunities created by a love and knowledge of Geography. (Each class has a book or display with information on careers with a geographical basis).

Flashback 3 or 4 (KS1 – 3 questions around learning from last year, last term, last week, KS2 - 4 questions around learning from last key stage, last year, last term, last week) is used as a way to reinforce and practise retrieval of prior learning supporting children to commit knowledge to their long-term memory. It is also used as an assessment tool. This is adapted for YR via the use of Tapestry Learning Journeys and photographic evidence shared with the children via the IWB.

Vocabulary is introduced to be referred to throughout the lesson - through their teaching, teachers ensure that pupils have an accurate, subject-specific understanding of the terms that are used and high-quality questioning is used to extend learning and to expose and address any misconceptions.

The use of talk partners/trios provides meaningful opportunities for discussion and dialogue, sorting data, ranking information and identifying links between concepts. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Teachers encourage children to **“think like geographers”** and model how geographers’ question and explain the world. This guidance increases children's capacity to recognise and ask geographical questions, to critique sources and reflect on what they have learned, as well as the methods used. Teachers avoid overloading pupils’ working memory. They break larger concepts or ideas into smaller ‘bite-size’ chunks.

“In the moment” feedback is provided to inform children of what they are doing well and through conversation and exploration, in collaboration with the child, identify the next steps in their learning. Teachers will plan in the opportunity for pupils to review their own work during the lesson. Children use Peer feedback and Self-Assessment to show awareness of how well they are doing in their work, for example by checking their own or a peers work against a success criteria.

At the end of the lesson a teacher will revisit key learning. This will be checked by quick quizzes, multi choice activity, paired sharing, mind maps, labels for photos/pictures, a game, recording on whiteboards, summarising facts and knowledge or similar strategies based on Rosenshine’s model of learning.

Learning is evidenced for EYRS children in Tapestry online Learning Journeys and via anecdotal evidence of practitioners. For KS1 and KS2 children learning will be evidenced through the work in their books, verbal discussions, presentations, teacher knowledge, formative assessments such as quizzes and Flashback 4s, end of unit summative assessment via Knowledge Catchers and Pupil Voice.

A Mastery approach is used with all children moving throughout the unit together. Support and scaffolding are provided for those children who find the work more challenging. GDS children are extended via questioning, vocabulary, complexity of their outcomes, opportunities to apply the learning to different problems/situations and feedback.

Pupils with SEND generally study the same curriculum scope as other pupils with teachers having the same level of ambition for all pupils. They use specialist advice to adapt their teaching approaches where necessary. For example, the provision of enlarged text for visually impaired children. Classroom resources and fieldwork are adjusted as required to ensure that all pupils take part.

Teaching assistants (where available) are well briefed in the geography that is to be learned and the approaches taken. Teachers including the SENDCo/Geography Coordinator, support them in their role.

Children in the Early Years learn via direct adult input and a play-based curriculum with, where appropriate, many aspects of the above pedagogy adapted into a format commensurate with the children's developmental stage.

As geography is a dynamic subject, the need to maintain both up-to-date subject knowledge and also to engage in discourse about the nature of the subject and pedagogy are key. The rapid increase in membership of the professional organisations and uptake in subject-specific in-service training in recent years show a recognition that subject-specific insight is essential. To ensure that we are utilising these resources we are members of the Geographical Association. We also use information and CPD opportunities from The Royal Geographical Association (with IBG) and The Field Studies Council.

Strong subject knowledge is vital for staff to deliver an effective and robust Geography curriculum and so each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD.

## **Impact**

### **How do teachers use assessment information to plan and adapt their teaching?**

Feedback and marking are part of the school's wider assessment process - children are provided with timely and purposeful feedback that furthers their learning, and teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Teachers are clear about the assessment criteria and the intention is, with live feedback and marking, quizzing and flashbacks, etc. that misconceptions are identified within lessons and addressed at that point. In addition to this, each unit of work has a Unit Quiz and Knowledge Catcher which are used to assess children's understanding.

The enquiry-based approach to learning allows teachers to assess children against the National curriculum expectations for Geography as children present their findings using their geographical skills to show what they know and that they are able to apply that knowledge. This is linked to a recent study that reflected on the importance of the relational nature geography identifying the breadth and complexity of concepts covered in the subject, and the importance of relationship, commenting on the move from facts to explanatory relationships within geography.

These assessment tools allow the impact of our Geography curriculum to be monitored rigorously flagging areas where pupils have a secure knowledge and where they need some aspects to be retaught. If there are common issues, the Geography Coordinator can review and adapt the curriculum MTPs. For individual gaps in knowledge, the class teacher will address this post assessment within the class either with individuals/small group or whole class. If the unit is at the very end of a child's journey in that class, the class teacher will inform the next teacher of this during their transition discussions.

### **Measuring progress and attainment:**

Outcomes:

Nursery - Development Matters

Y1&2 – KS1 National Curriculum

Year Reception - Early Learning Goals

Y3,4,5&6 – KS2 National Curriculum

Children in EYFS will be assessed as either “not on track” or “on track”.

Children in KS1 & KS2 will be assessed as either “working towards”, “working at” or “greater depth”. This data is recorded on Insight tracker termly and monitored regularly by the Geography Coordinator.

To support teachers in assessing “greater depth” we have a “Greater Depth in Foundation Subjects” document which is in use across the 3 schools. Children in Years 1,3,4 and 5 will not be able to attain “Greater Depth” overall as the nature of the geography curriculum, being cumulative, means that knowledge of complexity is often not reached until pupils are nearing the end of the key stage. Teachers recognise that progress is rarely linear due to the cumulative nature of geography.

By the end of EYFS, it is expected that the children will have developed their knowledge, experience and understanding of all the skills set out in the “Understanding the World” Area of Learning. By the end of Year Two, it is expected that the children will have developed their knowledge and understanding of all of the skills set out in Key Stage One. By the end of Year Six, it is expected that the children will have developed their knowledge and understanding of all of the skills set out in Key Stage Two.

### **Monitoring**

We have a rigorous schedule of monitoring for Foundation Subjects which includes:

- \* Pupil conferencing
- \* Book Scrutiny
- \* Learning Walks by Geography Coordinator, SLT, DHMAT

The insight from these and other monitoring activities gives the Geography Coordinator a clear understanding of the strengths and relative weaknesses of Geography. From this analysis, it can be ensured that any professional development is closely matched to teachers’ needs and allows the Geography Coordinator to reflect on how effective the curriculum is and whether any changes are needed.

The expected impact of following our Geography curriculum is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National curriculum for Geography.

In essence, children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will have developed progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education and into adulthood. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.