

# Geography at SMAB



## Intent

At SMAB, we believe 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.

## Curriculum

Our curriculum is carefully mapped so that knowledge develops systematically in order to build on children's prior learning. During their time at SMAB, children will look to extend their knowledge to beyond their local area to locate counties and cities of the United Kingdom. They will study Europe (including Russia) as well as North and South America and identify the position and significance of the lines of longitude and latitude. They will look at similarities and differences of human geography such as types of settlement and land use. They will also study physical geography elements such as climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Children will continue to use maps, atlases and globes and will use the 8 points of the compass in their work. They will use four and six figure grid references and ordinance survey maps. They will refine their fieldwork skills.

## Teaching

- Geography is delivered in half-termly units through a blend of Geography lessons and also often in English lessons which are incorporated into these topics to further deepen understanding.
- Knowledge and vocabulary acquired in the Geography lessons is consolidated through extended writing outcomes, art projects, practical sessions and engaging quizzes.
- There is natural overlapping between topics delivered in different year groups to encourage pupils to make links and build on prior skills.
- Cover pages feature each unit's big and small questions, assessment statements, key vocabulary and space for a final reflection/response to the Big Question.

## Marking and feedback

All work should be marked according to the school marking policy by using

- Peer and self-assessment
- Oral feedback
- Children use a **PURPLE PEN** to show response to adult feedback and **GREEN PEN** for self and peer assessment

Where an adult has provided feedback, the child will respond in **PURPLE PEN**

## Monitoring

Monitoring is carried out by subject leader and SLT during the school year. This will include

- Learning visits during Writing lessons
- Book looks
- Pupil voice
- Staff/ parent questionnaire
- Moderation across year groups and phases
- Pupil progress meetings

### Planning

- The **long-term** plans for Geography are outlined in the school curriculum map which indicates the topics that are covered throughout the year.
- It is the responsibility of the class teacher/ year group teachers to undertake the Geography planning for their class, or oversee it where a student may be taking the class.
- The school uses HEP curriculum to structure the teaching of Geography but teachers are free adapt the planning to meet the needs of their class
- Lesson plans (or weekly plans) contain more detailed information about what will happen in the lesson. This includes: review questions, key questions, disciplinary and geographical vocabulary, resources and scaffolded tasks

### Resources and Working Walls:

- Some classes feature a Geography display which is kept up to date with the current topic being displayed
- Key vocabulary and concepts being taught in Geography are displayed
- All classes have a Big Book where there are examples of work carried out in lessons, questions and responses

### Assessment:

- Informal assessment is done through observations of the children, looking at their work and questioning children to identify what they have understood.
- Children are encouraged, in line with the school's Fast Feedback policy, to assess their own and each other's' work and identify their own targets for improvement.
- Formal assessment is completed after each unit in the form of synoptic tasks
- Teacher assessment, informed by these tasks, outcomes of lessons and looking at books, is recorded using the school's Target Tracker program and used to identify if a child is working towards, at or above age- related expectations.

### Resources:

- The school holds a central bank of HEP topic booklets which are kept in topic boxes in 'the house'
- There are also several topic boxes which teachers are encouraged to add to
- All staff members should be responsible for collecting and returning necessary items to the correct place to ensure that resources are easy for all staff to find.