Principles of teaching Geography at Brook Community Primary School

Our curriculum has been mapped out over the course of a 2-year cycle, ensuring a progression of skills and knowledge with no gaps nor unnecessary repetition. The coverage includes all necessary learning from the Primary National Curriculum 2014 and the EYFS Framework.

Our curriculum provides a **sense of belonging** to children, through focused work on the school, the village of Brook as well as Ashford and the Wye Downs and Stour River.

Each term, the curriculum focuses on a different area. In the Autumn, the focus is the **locality**, then in Spring the focus changes to the **UK** and finally, in the Summer, the focus is on the **world**. In Upper Key Stage 2, this changes to allow time to focus on the **future** as well as **investigation and skills projects** as an opportunity to apply geographical learning. This sequence from local to UK to World, repeats each year and on both cycles of our learning.

Our curriculum provides regular opportunities for deeper learning through enrichment activities and opportunities for field work and learning through the environment. We bring in diversity and equality through our topics on Cape Town and Trade. Our curriculum considers **current environmental issues** such as **climate change** and taking care of our world and the natural resources within it.

Our curriculum enables all learners to learn well and build their knowledge and skills **sequentially**, using their prior learning as a foundation for their next steps. Our pupils enjoy the well-chosen specific topics and themes, and these themes provide meaningful learning. This contributes to their ability to **know and remember more** about their lessons and topics. Our curriculum provides our pupils with repeated encounters of themes, giving our pupils a clear understanding of their learning and how it links to previous learning. Here is an overview of themes reoccurring throughout the curriculum:

Themes

Early Years	KS1	Lower KS2	Upper KS2
Weather	Weather		
Care for the world	Climate change	Natural resources Climate change	Natural resources Climate change
Planet Earth	Land and vegetation	Land use, Biomes & vegetation belts	Biomes & vegetation belts
Warm and cold	Temperature		
	Mountains	Mountains	
	Coasts	Coasts	
	Rainforests	Rainforests	
	Rivers	Rivers	
	Equator		Equator
		Water	Water
		Trade	Trade

Brook School
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1. We use our very own **bespoke sequenced and progressive curriculum** to teach geography.
2. Our curriculum starts in our **Early Years.** Our pupils learn aspects of geography through the Development Matters curriculum but also through our own additions to this, ensuring pupils know what they need to know in the Early Years so they can access the next steps in KS1. Each unit has been written to be progressive across a teaching sequence as well as over the Key Stage and throughout primary school.
3. We use key **disciplinary concepts**, which reoccur across key stages, to support the progression of knowledge and skills.
4. We use our own key **substantive concepts**, which are mapped out progressively and sequenced to enable pupils to build on what they already know
5. We implement our curriculum **consistently** in each class, ensuring learning is **progressive** and enables children to know and remember more.
6. We use carefully **planned retrieval tasks** to ensure children remember their learning both during the unit as well as a year later to **revisit learning.**
7. We use **composite knowledge tasks to accurately assess learning against our set end points** at the end of each unit and act upon our assessment information to ensure all children have learnt what they need to learn.

Our Vision for Geography:

- For all our pupils to develop curiosity about the world and its people and continue this curiosity into their learning at secondary school and beyond.
- For pupils to use this curiosity and understanding to build life skills and values relating to the vision and values of our school as well as care for the world – **care, courage and creativity**
- For all our pupils have a good understanding and knowledge of globally significant places, including their location and both human and physical characteristics and for pupils to understand the how the characteristics of places are developed over time.
- For all our pupils to be competent in key geographical skill such as collecting data, interpreting sources and communicating information.

Our Concepts:

Every class will study geographical themes and topics that allow them to develop their understanding of skills. This learning progresses through five **geographical disciplinary concepts**:

Time: The dimensions of past, present and future, over which processes operate.

Scale: The 'zoom lens' that enables us to view places from global to local levels.

Diversity: Appreciating the differences and similarities between people, places, environments and cultures and understanding the contribution they make to the dynamic functioning of societies and economies.

Interconnection: Recognising that the places in which they live are connected to places around the world, and that their climate, population, economy and culture are influenced by these interconnections at all scales from the local to the global.

Interpretation: Understanding the way in which the world is influenced by changing narratives, different values, a range of viewpoints and interpretations, and contrasting imaginations, including those generated and disseminated through social media.

Throughout our curriculum, pupils will learn knowledge across our four **substantive geographical concepts**:

Place: A place on earth with both physical and human characteristics.

Space: The location of features, points, or regions, and the relationships, patterns, and flows that connect or define them.

Earth Systems: Earth´s interacting physical, chemical, and biological processes.

Environment: The world, including plants and animals, that surrounds us and the conditions we live in.

We make links through our ***'echoes and ripples'*** looking back at prior learning and looking forward to future learning, using the concepts to support our learning over time and enabling us to make links, which helps us to remember what we have learnt.

Teaching and Assessment:

At the start of each year, pupils will have an overview of learning for the year ahead. This will go into books and can be used a reference for learning and concepts.

Each unit has a carefully mapped plan.

At the start of a new term, in the first lesson, teachers will begin with planned retrieval tasks on unit previously taught (Echoes). These come under two categories:

1) **Long-term retrieval** – this will be a retrieval task based on a unit taught around a year previously.
2) **Medium-term retrieval** – this will be based on the last taught unit.

Teachers will also lead a **'concept review,'** using the 'Echoes and Ripples' document to share with the pupils the substantive concepts which will arise in each new lesson and where the pupils have previously learnt the concepts. Teachers will remind the pupils of what the concepts mean and how they might relate to the new unit.

For the next four lessons, teachers will follow the unit plan, using the enquiry-based questions and ensuring they teach what is listed on the plan. Teachers will plan their lessons based on the learning on the plan but can choose how to teach the learning.

Teachers may use a 'Learning Record' with pupils to record key learning from each lesson. This supports pupils in remembering what they have been taught throughout the unit and can help pupils to retrieve information at a later stage.

At the start of the 2nd, 3rd and 4th lessons, teachers will start each lesson with a **short-term retrieval task** which reviews learning from the previous lesson.

At the end of the unit, for lesson 5, teachers must plan a **composite knowledge task** to assess learning from the unit against the end points identified on the plan. The assessment information gathered from this task is recorded and shared with senior leaders and the next teacher. Teachers will plan to re-teach any areas required with pupils who have not met the end points.

Teachers will also plan the **key vocabulary** that needs to be taught across the unit.

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Intervention and support for the lowest 20%:

- We recognise that not all children make progress at the same rates. We **keep children with the main group** for their lessons and to provide **additional support** outside of lessons to enable them to consolidate and catch up. Content will be delivered at a **suitable pace** for the child(ren) as their progression through the curriculum may be slower than their peers.
- Where additional support is needed, it follows the **same progression and principles** as the mainstream programme but with instruction that is **broken down** into carefully structured, small and cumulative steps to provide the important knowledge children need to consolidate.
- We provide materials that: limit distraction; are clear, linear and easy to follow; and are age-appropriate.
- Children who do not meet unit end points, will be provided with further teacher to enable them to keep up with their peers and access the next stage of learning.