

Our teaching approach to Geography

Intent

At Banks Lane Junior School we intend for our geography curriculum to inspire wonder and curiosity about the world we live in and its cultures and people, in addition to an understanding of the Earth's resources, natural and human environments, and sustainability.

1. The Curriculum: What do we teach, when and how?

We provide a rich and varied geography curriculum that is split into three topics per year group. Afternoons are shared between a range of topics so geography is taught every other half term.

Geography is brought to life through our carefully planned fieldwork trips and our residential trips to Conwy and Ilam Hall. In Year 3, children are able to take part in fieldwork trips to our local park and Pooles Cavern, whilst in Year 4, children complete fieldwork and map work activities during their 2-day residential to Ilam Hall. In Year 5, children take part in a walk around the centre of Stockport (which has this year focused on the regeneration of the bus station into the new transport interchange) and the Conwy residential which is predominantly a geography and history focused residential where children compare their local area of Stockport with Conwy in Wales.

A typical geography lesson – During a geography lesson, you will see a range of 'Can you still?' recap questions and quizzes to test whether the children have retained knowledge taught from previous year groups and lessons and each lesson will have a WALT (We Are Learning To). The children will then complete a task which can be written or verbal and evidence will be provided in their humanities books.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 3	Extreme Earth (physical geography) <small>Link to Pooles Cavern trip</small>			The Land Beneath our Feet (land use) (human geography) <small>Link to local area fieldwork</small>	The UK (locational knowledge)	
Year 4 (one term of Forest School for each class)		All around the world (locational knowledge)	Water (physical and human geography) <small>Link to Ilam Hall residential fieldwork</small>		Rainforests (place knowledge and physical geography)	
Year 5	Enough for everyone (human geography)			Marvellous maps (geographical skills) <small>Pre-learning map skills to support Stockport and Conwy fieldwork.</small>	Contrasting Localities (locational and place knowledge) <small>Link to Stockport and Conwy fieldwork</small>	
Year 6	Raging rivers (physical geography) <small>Link to local rivers fieldwork trip</small>	Our changing world (human and physical geography)				The amazing Americas (locational and place knowledge)



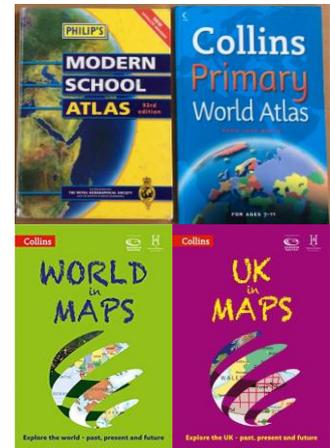
2. SEND and inclusion.

We want all of our learners to be part of the whole class geography lessons where they take part in discussions or practical tasks. As in all subjects, teachers work hard to remove barriers to learning. Some examples of how we achieve this in geography are:

- ❖ Visuals are used to support the teaching and revisiting of vocabulary taught.
- ❖ Images and videos.
- ❖ Use of repetition to aid memory.
- ❖ Modelled tasks and use of a WAGOLL (What A Good One Looks Like) to stimulate ideas and to show the expected end product.
- ❖ Use of timers.

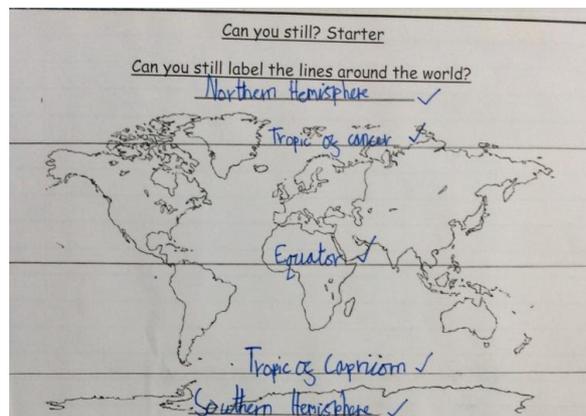
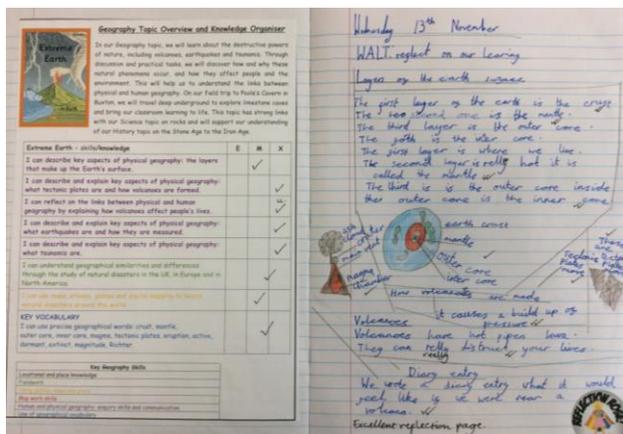
3. Pedagogy: What would you see in the classroom?

Communication and collaboration are key learning powers that help strengthen the quality of each geography lesson across the school. All lessons include opportunities to stretch and deepen understanding whilst allowing support to be available. Reflection is another learning power that we utilise throughout geography, particularly at the end of a topic where we create a reflection page to demonstrate what children have learnt.



4. Assessment: How do we know how the children are doing? How do they know?

Each geography topic uses an overview of key learning objectives that link to the core ideas for the subject. Each lesson will focus on a particular learning objective. Assessment is made through the quality of written work completed in books, engagement and quality of verbal contributions in whole class and group discussions and through end of topic reflection pages.



5. How does our geography Lead monitor, evaluate, and improve the teaching of geography across our school?

Our geography lead uses the guidance set by the National Curriculum to ensure that we are teaching geography in the most effective way. Leaders visit classes and watch teaching to ensure a consistency of approach across the school.

6. Cross curricular links, enrichment and the community.

We believe that geography should be an immersive subject where learning is brought to life with quality trips and residential visits. Our pupils leave us having experienced residential trips from Year 4 to year 6 and fieldwork opportunities in each year group which are central to our geography curriculum and offer.

We promote links between geography, history, RE and British Values.



Banks Lane Junior School			
Teacher: Year 6	Book: Humanities	Book monitored: 68 - 67, 66 - 65, 65 - 64	
Date: 28.03.19			
Presentation - high expectations			
Book: WALT underlined in pencil	Yes/No	✓/✓/✓	Comment
Errors crossed out in pencil and ruler	✓/✓/✓	✓/✓/✓	• Book is fully presented in class
Neat joined handwriting	✓/✓/✓	✓/✓/✓	
Both sides of page used	✓/✓/✓	✓/✓/✓	
Teacher handwriting (black pen)	✓/✓/✓	✓/✓/✓	
All work neatly following school's policy	✓/✓/✓	✓/✓/✓	
Productivity - high expectations			
5/6 lesson (3 hour week)	✓/✓/✓	✓/✓/✓	• There were a couple of lost WALTs, but subjects were immediately obvious. Could see an E1 impact for the WALTs agreed to get subject on the start of the WALT. E.g. HISTORY WALT: ENGLAND WALT
Teacher's proportion of work over 6 weeks	✓/✓/✓	✓/✓/✓	
5/6 WALTs - history	Same		
PSHE - high expectations			
5/6 lesson covered (WALT 3 in a 5/6 lesson)	✓/✓/✓	✓/✓/✓	• Only covered 14 books this time, as time to establish challenge. How could you improve challenge for 14 in History/Geography? (see attached map, cutting and sticking for timeline etc.) 3P seemed to write own explanation of river, 62 and 63 completed the circle neatly.
5/6 lesson covered for all children	✓/✓/✓	✓/✓/✓	
5/6 assessment completed	✓/✓/✓	✓/✓/✓	
Progress			
5/6 lesson	✓/✓/✓	✓/✓/✓	• Consistent across year group - 1/3 seemed to have slightly less on theirs, but child could have been off.
Year 6	✓/✓/✓	✓/✓/✓	
Strengths			
• Book look amazing - presentation demonstrates high standards of children and teachers			
• Productivity excellent			
• Tasks for history-going children opportunities for extended writing and to explain their understanding			
• Clear coverage of the National Curriculum			
EBE			
• Dual WALT used more of the/ more obvious			
• Making the historical/geographical skills obvious in WALT and finding tasks that demonstrate these			
• Ensuring the overviews match the work in books - edit if needed			
• More Geography evidence in books - could discuss how to get more from the field work into books (e.g. OS maps of Cotswolds, the river Marney, sketches, neatly embed and make the most of an amazing trip and feedback)			

