

How we Plan, Teach and Assess

# Geography

# Planning Overview

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As a Humanities subject, Geography is discreetly taught during three terms out of six. History is taught during the remaining terms.

Geography is often the umbrella topic which gives teachers capacity to make tangible and effective connections across subjects. Overarching termly topics are therefore often based on geographical themes (e.g. Year 4 'The Sunshine State' linked to geographical differences between the UK and North America.)

Across both key stages, Geography is broken down into four areas of learning. These are:

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

# Planning Overview

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The Geography curriculum at Langney gives pupils an opportunity to learn about a variety of locations and geographical features found around the world as well as in our locality.

Locational, place and human / physical geography are linked (e.g. South America) and progress across year groups based on distance from pupils immediate locality.

For example, Year 1 study 'where they live' whereas in Year 5 South America is studied.

In Year 6 the focus is on naming / locating counties in the UK and understanding geographical similarities and differences of the many regions because this covers more than one place area.

# Geography

## Teaching by Year

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### Group

#### Year 1

Seasons & Weather; U.K Countries; Comparison of town in Nigeria (non-European country) with Eastbourne.

#### Year 2

Countries and capital cities of U.K. and surrounding seas; local area fieldwork study; name and locate continents and oceans of the world; comparison of two cities - Nairobi (non-European country) and London.

#### Year 3

Name and locate European countries and their capital cities along with major landmarks and tourist attractions; local area fieldwork study; study of the physical geography of Europe (mountains, rivers, volcanoes etc.)

# Geography Teaching by Year Group

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## Year 4

Fieldwork study of local area; North America focus (physical features, biomes, weather); comparison of the Florida Everglades with the U.K. Broadlands National Park.

## Year 5

South America focus (physical features, biomes, weather); fieldwork of local area; human geography comparison of two regions in South America and U.K. (Rio / London) and physical geography comparison (The Galapagos Islands and The Orkneys).

## Year 6

Comparison of U.K.'s Jurassic Coast and Eastbourne's coast; local field study of the Eastbourne coastline; comparing regions within the UK (physical and human features focus on tourism).

Note that every year the chosen countries to study vary as new topics are developed on an annual basis based on teachers and pupils' interests. Please see updated Year Group Curriculum Maps.

# Geography Planning

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Geography takes on the form of Smart Notebook® planning. The planning consists of key lesson elements including learning objective, key vocabulary and key skills. All of these elements are taken from the year group's Langney end of year expectations.

Where possible, field work is included in planning for Geography units of work. The children are given the opportunity to develop their field work skills with practical activities.

# The Geography Lesson Structure

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All Geography lessons follow the same structure from beginning to end (with a slight variation depending on progression in year groups).

Geography lessons starts with a 'Memory Challenge' to improve the children's short and long term retrieval. We revisit topic questions from the last lesson, last unit and last year. Children are introduced to a preview question (linked to Bloom's questioning) to think about for the duration of the lesson and children's learning is supported throughout by teacher questioning and modelling.

Following this, the objective is shared with the children and picked apart to ensure children fully understand the context and the key skills they will be learning during the lesson. In addition to this, subject specific vocabulary is shared and key skills that children need in order to be successful. Career opportunities, linked to the unit being taught, are also referred to during lessons.

# How is the Subject Assessed?

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Geography is assessed against the Langney End of Year Expectations for each year group, as outlined in the National Curriculum.

Assessment is continuous with teachers providing live feedback. As each end of year expectation is taught, it is assessed formatively on the school's online assessment tool (OTrack) with each child being assessed as Working Towards, Expected Standard or Greater Depth Standard. The end of years expectations are organised in to the following strands:

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

Formative assessments are used to inform an overall judgement. Mid year, children are also 'on track' summatively assessed with a further end of year summative judgement. These are both recorded on OTrack.