



GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community and make it a place they are proud to call home.**

Geography Implementation

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1. Curriculum and Progression

Our Geography Curriculum is a progression model. Currently in KS1 we follow the Twinkl PlanIt scheme which teachers are trained. The scheme that we use in KS2 is 'Opening Worlds'. It is structured not only so as to provide a broad, rich, scholarly array of coherent content; that content is arranged to ensure that pupils move through it with growing security and confidence. Teachers are trained to use the schemes as a foundation for delivering quality Geography lessons. There are also 10 teaching principles that teachers used when delivering the lessons. However, the expectation is that these are then adapted and suited to the needs of their individual pupils.

It is systematic about teasing out the stories, vocabulary and ideas which need to abide in memory and it makes sure that they do abide in memory, not merely by random quizzing and retrieval practice but by revisiting them re-using them and practising them, in natural narrative contexts. Thus they arrive at new material, and can 'progress' into this new knowledge because they know particular earlier stories which make it make sense, because they already recognise essential vocabulary that they will need and because all this security has freed up memory space to learn the new material and vocabulary too.

Progress occurs through:

- Building understanding of key themes in geography
- Developing geographical vocabulary
- Building locational frameworks
- Building deeper knowledge of place and sense(s) of place

1) Settlements →

	Autumn	Spring	Summer
Year 3	1 Rivers 2 Mountains	1 Settlements 2 Agriculture	1 Volcanoes 2 Climate and biomes
Year 4	1 Rhine & Mediterranean 2 Population	1 Coastal processes 2 Tourism	1 Earthquakes 2 Deserts
Year 5	1 Why is California so thirsty? 2 Oceans	1 Migration 2 North and South America	1 The Amazon 2 Interconnected Amazon
Year 6	1 Energy and climate change 2 Ethiopia	1 Changing Birmingham 2 Jamaica	1 & 2 Local area enquiry

Prior introduction, deliberate practice and contextualised use of new vocabulary allows pupils to recognise that vocabulary instantly when they meet it in subsequent units, thus not crowding their working memory by having to puzzle it out, and thereby making space for learning new vocabulary because certain words can be taken for granted.

For example:

<i>Pupils instantly comprehend ...</i>	'climate' in <i>The Amazon</i> (Y5 Summer 1)	'tributary' in <i>The Amazon</i> (Y5 Summer 1)	'population' in <i>North and South America</i> (Y5 Spring 2)
<i>... because of prior introduction, deliberate practice and contextualised use in:</i>	<i>Climate & biomes</i> (Y3 Summer 2) <i>Tourism</i> (Y4 Spring 2) <i>Why is California so thirsty?</i> (Y5 Autumn 1)	<i>Rivers</i> (Y3 Autumn 1) <i>Rhine & Mediterranean</i> (Y4 Autumn 1)	<i>Population</i> (Y4 Autumn 2) <i>Migration</i> (Y5 Spring 1)

In ensuring high standards of teaching and learning in geography we implement a curriculum that is coherently sequenced, which is progressive throughout the whole school. Planning for geography is a process in which all teachers are involved to ensure that the school gives full coverage of, ‘The National Curriculum programmes of study for Geography’ and ‘Understanding of the World’ in the Early Years Foundation Stage. Geography teaching at St John’s and St Peter’s School involves adapting and extending the curriculum to match all pupils’ needs. Where possible, Geography is linked to other topics. Geography is taught every term, once a week consistently. Geography coverage is taught through topics. Learning walks, observations, monitoring, and pupil voice are carried out to ensure that pupils are achieving to the best to their ability.

We ensure progression by building on the learning and skill development from previous years. From Reception pupils are encouraged to explore the environment, examine photographs, simple maps and visit local places. In Year 1 pupils explore our country ‘UK’ to name, locate and identify characteristics. They also look at geographical similarities and differences of two capital cities e.g., London and Brasilia. In Year 2 pupils name and locate the continents and ocean of the world

2. Lesson Structure

Geography lessons begin with a **Do Now** activity. These short burst recaps help children to recall prior learning, and make connections with the required substantive knowledge for that lesson. The **Learning Objective** and **New Vocabulary** are introduced with the children.

Next, the adult will use high quality instruction and modelling to teach the lesson’s new learning. Walkthrus teaching strategies, such as **Live Modelling, Modelling Handover (I do, We do, You do)** or **Worked Examples and Backwards Fading** allow pupils opportunity to tackle misconceptions and practice the skills necessary to achieve the learning objective. At a key moment in the lesson, new vocabulary is practiced and repeated throughout the lesson. Teachers will use a **Check for Understanding** to quickly decide whether pupils are ready to move on. This could be a **Hinge Question, Show Me Boards, Cold Calling** or other related Walkthrus strategies.

Finally, children are given a chance to apply their learning in an **Independent or Group Activity**. The teacher will use this to assess whether the pupils are ready to move onto the part in the sequence of learning.

When appropriate, the teacher will finish the lesson by recapping the learning and addressing any misconceptions that have arisen. This could be in the form of **Whole Class Feedback, Feedback that Moves Forward, or Feedback as Actions**.

In addition, enquiry and skills are embedded into lessons to ensure these are developed throughout the pupils’ school career and new vocabulary and challenging concepts are introduced through direct teaching. Teachers also demonstrate how to use atlases, maps and globes. Finally, pupils are offered a wide range of extra-curricular activities, visits, to complement and broaden the curriculum.

There are also the 10 teaching principles which are high leverage techniques that are used throughout the lesson.

Feature	Function
Do Now	To recall prior learning related to the module, to help the children know and remember more and make connections within their learning.
Introduce the new learning and new vocabulary	To ensure all children are aware of the content of the lesson and an opportunity to discuss and learn new vocabulary that they are not familiar with.

High quality instruction and modelling	The class teacher will model substantive knowledge (and model the skills necessary for disciplinary knowledge) to achieve the sequenced learning objective for that lesson. The steps for learning will be explicitly taught through the teaching of success criteria.
Check for understanding.	The children are asked questions, this is used as an 'Assessment for Learning' opportunity by the teacher to assess if the children are ready to move on.
Independent application	The children will complete an independent task to show that they can independently apply the skills necessary to achieve the learning objective.
Plenary	Assessment questions (linked to the learning objective) is completed as a whole class at the end of every lesson. These questions are cumulative, allowing for continual retrieval of prior knowledge.

10 teaching principles

1. Pre teach key vocabulary 	2. Storytelling 	3. Quality teacher talk 	4. Choral response  (MTYT/TTYP)	5. Don't ask 1 ask 5 
6. Secure fluency  (flucency = accurate + speed)	7. Core knowledge 	8. Secure pace 	9. Avoid guessing game 	10. Assessment  Check through quizzing and retrieval

3. Practice and Retrieval

The use of Medium-Term Plans and the big question support teachers in sequencing learning and are actively used by the children as an aide-memoire during lessons and are also available on our website. Additionally, every lesson starts with a Do Now to activate prior learning and help the children remember things that they have learnt before. We also complete frequent low stake curriculum quizzes which effectively review learning and helps to ascertain whether pupils are confident and accurate in what they have learnt and ultimately that they have retained the knowledge. The aim is to ensure that lessons will develop long-term memory by allowing for repetition of learning within the year and across the years.

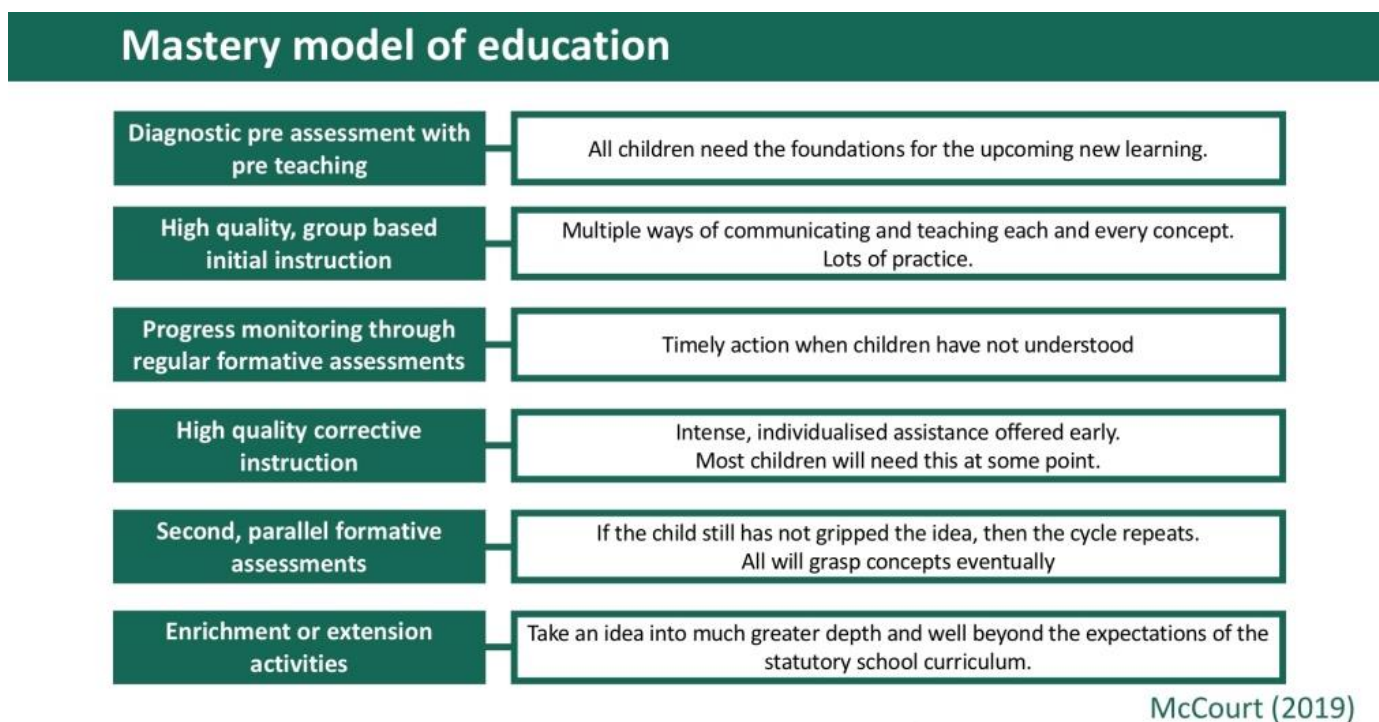
4. Assessment

Assessment is an integral part of teaching, as it determines whether the goals of education are being met. However, we recognise that assessment goes far beyond tracking spreadsheets and termly knowledge tests. At its core, assessment should lead children to learn more effectively.

Assessment is ongoing and part of the 10 principles. There is a big question of every unit. Throughout each lesson there is a consistent approach through quizzing and retrieval questions. Vocabulary is embedded and reinforced.

Assessments serve the students by letting them know what errors they made and how they could correct those errors. It also helps students to reinforce the content better in the event they don't remember it very well. Assessments also helps teachers better understand what worked and what didn't in their classes.

Assessment at St John's and St Peter's CE Academy is guided by two key pieces of research: McCourt's (2019) '**Mastery Model of Education,**' and Fletcher-Wood's (2018) model of '**Responsive Teaching.**'



Fletcher-Wood (2018) outlines a model of '**Responsive Teaching**' with three clear principles:

1. **Setting clear goals and planning learning carefully.**
2. **Identifying what children have understood and mis-understood.**
3. **Responding and adapting teaching to support children to improve.**

Our assessment process is designed to align with these three principles and give teachers the opportunity to respond and adapt teaching to support children to improve.

Before the Unit begins			
<p>High Quality Planning</p> <p>Long-term and Medium-term planning provided by the Subject Lead ensures that lessons are designed to build on prior learning.</p>	<p>Knowledge Organisers</p> <p>Providing students with accessible guidance about knowledge that they can study on their own; a secure scheme to aid recall. KOs are shared with parents on Class Dojo.</p>		
During each lesson			
<p>Do Now Each lesson begins with a low-stakes, low threat recap that help children to recall prior learning and make connections with the required substantive knowledge for that lesson.</p> <p>Check for Understanding After the learning input, adults will use key strategies such as Hinge Questions, Show Me Boards or Cold Calling to check for understanding. This allows teachers to assess whether the majority of pupils are ready to move to the Independent Activity.</p> <p>Feedback Teachers finish the lesson with a recap of learning and addressing misconceptions that have arisen. This could be Whole Class Feedback, Feedback that Moves Forward, or Feedback as Actions.</p>			
During or at the end of the Unit			
<p>Unit Check-Ins</p> <p>Low stakes, low threat check-ins designed to assess the progress of the pupils mid-way through the unit. This could be in the form of questioning, quizzing, or other formative assessment methods.</p>	<p>Quizzing</p> <p>A simple routine knowledge quiz that checks students have learned the material that you want them to know. These could take place during a unit, or at the end. Quizzing provides information to student and teacher about where gaps exist.</p>	<p>Double-Page Spreads</p> <p>An open response task for pupils to showcase what they have learned. The precise form of this response is not critical, but it may include pictures and labels, key vocabulary, descriptions, or verbal presentations.</p>	<p>“End Product” Evaluations</p> <p>This could be a performance in music or a purposeful “product” in D&T. Students and teachers can reflect on the process of creating these end products and evaluate whether they have been successful.</p>
<p><i>Teachers have autonomy to choose the most appropriate form of assessment to use during, or at the end of the unit. Although some assessment strategies lend themselves to different subjects, there is no requirement to perform a specific one at a specific time.</i></p>			


In addition to this, Opening Worlds Topics in KS2 end with a Synoptic Task (or Big Tasks with the children). These are designed to give children the opportunity to show off their knowledge and summarise everything they have learnt. Synoptic tasks allow pupils to develop and demonstrate knowledge and thinking from the whole unit, bringing key aspects of it all together in one task. Each task assesses both substantive and disciplinary knowledge. The task should be very satisfying for pupils, fostering a sense of pride, accomplishment and ownership of the material they have learned.

- Pupils will be recalling, selecting and drawing together varied substantive knowledge from the whole unit. They must select from that knowledge, and arrange it according to the question and any prompts you give. This will further strengthen their knowledge by making new connections, giving them even more secure and memorable frameworks.
- Pupils will think about that knowledge in a subject-specific way. The big question is worded carefully to require disciplinary thinking. *Over time*, the synoptic tasks therefore build understanding of what each subject discipline is all about (the questions historians or geographers ask; the different ways of analysing others' religious practices and beliefs etc).



Although some scaffolding is provided on the sheet itself, the idea is to create a writing task that is more open-ended and extended than usual. Pupils just answer the question by writing as much as they can. A few prompts are provided to help them to select relevant knowledge from memory and to search the booklets for more. Teachers provide more scaffolding if they wish.

Allowing pupils to have the booklets with them for the task is important. Remember that an important effect of knowledge is that it builds vocabulary. Pupils learn to search for information, selecting some paragraphs to re-read on their own. Moreover, independent reading will further strengthen their knowledge and give them yet more familiarity with the vocabulary. It is also a chance for them to enjoy the booklets independently.



Here are some examples of Big Tasks in Geography:






How do rivers affect the land?


How does the land affect a river?










How do rivers affect people?



How do people affect rivers?

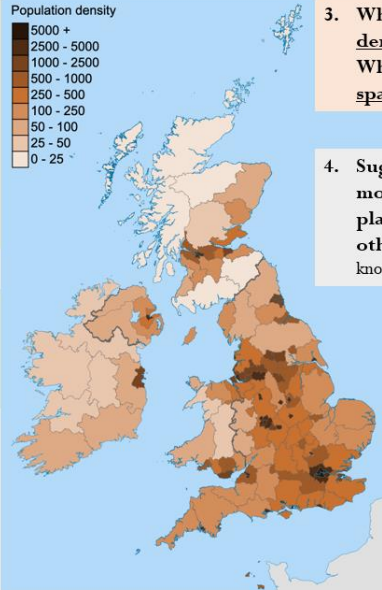




1. What can we find out from this map?
Try to use the map in different ways to explain what we can find out. You *could* use arrows if that helps. You *could* draw boxes with sentences in them.

2. How do we know what the colours mean? Use the key to explain.



3. Which parts of the UK are densely populated? Which parts of the UK are sparsely populated?

4. Suggest two reasons why more people live in some places of the UK than others. Think about your knowledge of mountains.

5. Supporting pupils with SEND

At St John's and St Peter's CE Academy, we aim for all Geography lessons to be accessible for all pupils. We recognise that high-quality teaching is what is best for all pupils, including those with SEND or other additional needs. Our consistent approach to teaching is underpinned by Walkthrus instructional coaching, equipping teachers with a toolkit of research-based strategies that have been proven to work in the classroom.

Where pupils may have additional needs that could prevent them from engaging with the content of a lesson, the class team will make adaptations to ensure that each child can access the learning. Some pupils may require extra time or support in the classroom, while others may require pre-teaching of specific vocabulary or concepts. Teachers are encouraged to use word banks and sentence stems to aid with writing, and may also use additional programmes such as InPrint to dual-code resources for the children.

As part of termly Pupil Progress meetings, the Deputy Head and SENDCo meet with the class teacher to identify any barriers to learning that may be hindering progress, liaising with the Pastoral Care Manager to build up a holistic view of all pupils. Staff are confident to raise any concerns they have about specific pupils, and regularly seek guidance for additional strategies or advice.

6. Geography in EYFS

The most relevant early years outcomes for geography are taken from the following areas of learning:

Understanding the World

ELG: People, Culture and Communities Children at the expected level of development will: - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; know some similarities and differences between different religious and cultural communities in this country; explain some similarities and differences between life in this country and life in other countries.

ELG: The Natural World Children at the expected level of development will: - explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - retell a simple past event in the correct order. Able to use past form accurately when talking about events that have happened.

7. Supporting classroom teachers

The lead provides both medium and long-term planning for class teachers to refer to and utilise when planning their lessons. We have subscribed to Opening Worlds scheme of work which provides teachers with all of the necessary resources and planning to deliver excellent lessons. The lead is also on hand to offer any support and guidance to the teaching staff. Staff receive regular quality first teaching coaching from senior leaders and subject leads to support with the implementation of all areas

of the curriculum. All staff have received training from the subject lead on teaching chronology and the use of resources and historical enquiry. There are also trip suggestions to enhance the children's learning and understanding of a given unit.

8. Additional Information

Educational Visits

Trips and visiting experts are used where possible to enhance the learning experience for pupils. Pupils will be able to develop their understanding in a way that is not always possible in the classroom. Seeing sites and undertaking fieldwork allows pupils to further develop their skills. Pupils have explored the local area and compared to another locality.

Eco-project

As a school we have an eco-project. Pupils are encouraged to think of ways in supporting the world, local areas or school based on a theme e.g. energy. Pupils work collaboratively, research and present their findings; making it fun and engaging for all pupils. They also work with the School Council throughout their projects.

Forest Garden

We are also in the process of designing a Forest School Space to enhance our school geography and science provision. We will be redesignating the caretaker's garden, filling it with things designed by the children, including trees, growing patches, and different landscapes. Children are in the process of submitting designs of what they think should be included.