



Archbishop Cranmer CE Primary Academy's Geography



Pedagogical Approach and Strategies

Follow our Progression of Skills document, which is cumulative, well planned, and sequential – it builds on prior learning taking in to consideration future learning to ensure the children are knowing and remembering more. Concepts are built upon eg the village of Aslockton in Key Stage 1 and Nottinghamshire in Year 5, as well as other places and how people have used their environment, making links to other key subjects, such as history. For example, children in Year 3 will learn about how river systems helped the Ancient Egyptians and in Year 5 children will compare Ancient Greece to the country today, drawing upon cultural influences

- At Archbishop Cranmer, the teaching of Geography inspires our pupils in a curiosity and fascination about the world by enabling our children to be 'Geographers'. Taught through termly topics, our curriculum is planned to ensure children develop a geographical 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.
- Geographical knowledge is taught alongside the development of subject specific skills, which include being able to collect, analyse and communicate data gathered through fieldwork and interpreting and communicating geographical information.
- It is our intent that our pupils develop their geographical understanding through a topic-based approach which enables children to develop their knowledge of the wider world and give context to their learning in other subjects.
- Geography at Archbishop Cranmer is taught through a topic-based approach and provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved and will continue to change.
- Through geographic enquiry and application of skills, our pupils are given opportunities to develop an awareness of their immediate surroundings, for example when finding out more about.
- Topics have been carefully planned to complement key objectives within the History and Science programmes of study to deepen pupil understanding and allow children to make connections between key concepts.
- The intent is determined for ALL children to succeed regardless of background.
- Aim to use a 'Five-a-Day' Approach:

Explicit instruction: Teacher led • Clear explanations, modelling, checks for understanding • Guided practice • Independent practice • Cognitive and Metacognitive Strategies: Managing cognitive load • Focus on long term memory • Pupils to be able to plan, monitor and evaluate their learning

Scaffolding: • Supportive tools and resources • Frame, partial examples • Decreasing

Flexible Grouping: • Groups are temporary • Skill focus • Re-join main class



	<p>Using Technology: • Modelling • Learning, practice, recording of learning • Visualiser</p> <ul style="list-style-type: none"> • Comprehension lessons give children opportunity to immerse themselves in to the topic and get an understanding of vocabulary – taught through. • Class read to by an adult with a class book- quality text usually linked to Topic. • Grab ad Grow 'keep up' interventions • Build on prior learning • Scaffold up rather than down (Up2s and Go4s evidence this) • Pupil Voice • Provide targeted vocabulary instruction in every subject. • Teach reading comprehension strategies through modelling and supported practice. • Support pupils to develop their reading fluency.
<p>Environment</p>	<ul style="list-style-type: none"> • Outdoor learning • Word rich environments – vocab/language displayed around the school/classrooms • Good range of different reading materials available relating to the geography topic • Creative homework displayed in classrooms and around school • Topic areas and displays within the classroom and school environment including children's work
<p>Assessment</p>	<ul style="list-style-type: none"> • Teachers use a diagnostic assessment to address learning gaps • Opportunities to reflect on pupils' thinking, strengths, and weaknesses. • Indicate areas for development with individual pupils or across classes and year groups. • Teachers know why they are conducting assessments: what information and what is the use of this information • Baselines and ongoing teacher assessments are well structured, impactful and acted upon • Each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment. • Learning walks, moderations, observations – staff involvement with reviewing geography teaching and learning in school • Yearly governor visit to monitor geography teaching and talk with the children
<p>Timetabling</p>	<ul style="list-style-type: none"> • Weekly lessons which cover the year group's objectives and build on prior learning • Cross-curricular links such as whole class books which link to the current geography topic • Residential trips • Termly creative curriculum homework



Interventions and provision for vulnerable groups inc. EAL	<ul style="list-style-type: none">• Say Hi Translate App available so all children can access the full curriculum at their level• Partner work and peered support offered• Small group teaching
Staff CPD and induction	<ul style="list-style-type: none">• Termly staff meetings to disseminate training and practice• CDP courses throughout the year accessible to all• Shared PPA used to feedback and set new learning• Subject Facilitator meetings across the MAT• ECTs and new staff including teachers in the MAT observe demo lessons• Geography lead attends geography networks and feed back to staff
Language	<ul style="list-style-type: none">• New words drawn out through topic work and class books• Rich vocabulary through quality texts• Language rich environments• Key words / word banks accessible for all• Themed days/weeks
Geography Community	<ul style="list-style-type: none">• Parent museums to show creative homework and termly learning• Parent Workshops• Our futures – raising aspirations• Tapping into local community to show local context