

GEOGRAPHY AT

OCEAN ACADEMY

Date of last review:	May 2023	Review period:	Yearly
Owner:	Ocean Academy		

Purpose of this document:

The purpose of this document is to outline the planning intent and implementation of the Geography curriculum at Ocean Academy. In response to the Ofsted Research Review, our planning and approach has been reviewed to ensure that the Geography curriculum offers the best education for our pupils. To ensure that all staff understand the high expectations agreed, whilst establishing and maintaining a consistent approach to the teaching and learning of Geography across our school; ensuring that all learners have exposure to high quality Geography teaching and learning opportunities. The effective teaching of Geography requires not just a well-structured and progressive programme but its consistent implementation across the school. Consequently, this will ensure that excellent attainment and progress is achieved by all children, regardless of ability, gender or socio-economic backgrounds.

Introduction and aims:

'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.' Ofsted, 2021.

'A high-quality geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.' National curriculum, 2014.

At Ocean Academy, we want to ensure that our pupils develop 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. Pupils will develop a growing knowledge about the world, helping them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Building a secure geographical knowledge, understanding and skills over time, pupils will learn to explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our geography curriculum will:

- Ensure that all pupils develop a secure locational knowledge of the world and globally significant places including their human and physical features.
- Ensure that all pupils build a secure, primary knowledge and understanding of the world, its people, resources and environments to develop a secure global awareness.
- Stimulate the curiosity of all pupils to explore and deepen their understanding of the diverse world around them.
- Be filled with opportunities to apply and communicate their knowledge in purposeful and authentic ways to deepen and contextualise their learning, using a range of sources of geographical information.
- Ensure our learners are proficient in the use of geographical knowledge and skills they need to explore and navigate the world.
- Provide opportunities for pupils to collect, analyse and communicate with a range of data gathered through fieldwork.

Curriculum design - sequencing and progression:

The Ocean geography curriculum has been planned to ensure that:

Pupils build a secure locational knowledge of the world over time:

- At Ocean Academy, our geography curriculum is planned so that pupils develop a secure understanding of their own locality so that they can build on this strong local knowledge to 'zoom out' and explore the globe further, attaching new, wider knowledge to their existing schema.
- The declarative, locational knowledge is planned centrally by the subject lead to ensure all pupils are exposed to the fingertip knowledge they need to understand the world around them. Progression maps, flashcards and learning journey maps have been created to ensure that this knowledge is available and accessible to all, supporting teachers with their planning and to ensure their subject knowledge is secure.
- Flashcards are used following the Leitner system to embed the following declarative knowledge:
 - Continents, Oceans, Lines of latitude, countries, capital cities, globally significant places (human and physical)

- Locational knowledge is revisited and revised between terms and year groups so that new locational knowledge builds on existing knowledge and builds the child's picture of the world
- Locational knowledge is mapped across the school in our Learning Journey Maps. These are used to support teachers when planning to ensure the knowledge is secured over time.
- In line with our whole school curriculum approach, flashcards are used following the Leitner system and research of the 'forgetting curve' to embed this locational knowledge in their long term memory. Following this, quick quiz retrieval tasks are set to ensure that this knowledge is secure.
- Planned use of maps (physical and digital), atlases and globes within lessons, ensures that locational knowledge is contextualised in the wider world.
 - **Year 3:**
 - Continents, oceans and lines of latitude
 - Countries, capital cities and counties of the UK
 - Major physical features of the UK (mountains, rivers)
 - Poole in Dorset and significant local human and physical places
 - **Year 4:**
 - Revisit and revise Year 3 locational learning
 - Selected countries and capital cities of Europe
 - Italy in Europe and significant human and physical features.
 - **Year 5:**
 - Revisit and revise Year 3 & Year 4 locational learning
 - Selected countries and capital cities of South America
 - Significant human and physical features of South America
 - The Amazon rainforest and the countries that this lies across
 - The Amazon river and the countries that this travels
 - **Year 6:**
 - Revisit and revise Year 3 & Year 4 & Year 5 locational learning
 - Selected countries and capital cities of North America
 - Significant human and physical features of North America
 - The capital city, states and major cities of the USA

Pupils gain a deep knowledge and understanding about different places, their features, similarities and differences:

- To develop a deep knowledge of place, our Geography curriculum is planned so that each year studies a continent, linking to prior year groups and building on their place knowledge by finding similarities and differences between each. See below for progression.
- Geography is taught discretely and planned in blocks so that full immersion and deep understanding can occur.
- Our curriculum is sequenced in a way that builds on prior understanding and 'zooms out' from their locality. This enables pupils to build on a solid foundation of place knowledge. See below how place knowledge is sequenced and developed across the school.
 - **Year 3:** Poole in Dorset, in the UK - Exploring its features, climate, environment and significant landmarks:
 - **Environmental geography:** Exploring the weather and climate, wildlife and other environmental factors of Poole.
 - **Human geography:** Poole quay, Sandbanks, Tower park, Poole high street, Poole park.
 - **Physical geography:** Poole harbour, Old Harry Rocks, Brownsea island.

- **Year 4:** Naples in Campania, in Italy - Exploring its features, culture, climate, environment and significant landmarks, to compare Naples with Poole:
 - **Environmental geography:** Comparing the weather and climate, wildlife and other environmental factors between Naples and Poole.
 - **Human geography:** Naples as a city compared to Poole as a town. Tourism and the effects of this on each area - how are they similar because of this? Investigation and understanding of why people live near volcanoes.
 - **Physical geography:** Mt Vesuvius and the coastline of Naples compared to the natural harbour and coastline of Poole. Finding similarities and differences between the two. Introducing the climate zones: temperate, polar and tropical.
- **Year 5:** The Amazon rainforest, in South America - Exploring its features, culture, climate, environment, to compare this significantly different environment to Poole:
 - **Environmental geography:** Comparing the weather and climate, wildlife and other environmental factors between the Amazon rainforest and the temperate forest of Dorset.
 - **Human geography:** Understanding the human impact on the Amazon rainforest - deforestation and logging - and how we impact this.
 - **Physical geography:** Knowing and understanding the strata of the tropical rainforest (emergent layer, canopy, understory & forest floor). Understanding the 5 major biomes (aquatic, grassland, forest, desert and tundra) and how the climate affects these (tropical, polar, temperate).
- **Year 6:** USA in North America - Comparing the features, culture, climate, environment, of various states in the USA and our locality:
 - **Environmental geography:** Comparing the weather and climate, wildlife and other environmental factors between the states and our locality.
 - **Human geography:** Comparing the economic activity, distribution of resources, types of settlement and land-use between selected states. Investigation and understanding of why people live near fault lines.
 - **Physical geography:** Knowing and understanding the structure and composition of the Earth including the seven major plates and how they meet and interact at different boundaries (constructive, destructive, transform)
- During these topics, in order to build a secure understanding and place knowledge, lessons will incorporate opportunities to compare their own locality with others from their continent study. They will explore the cultural, human, physical and environmental features of that place; immersing pupils in the culture and key features of that country and comparing this to their own.

Pupils build a secure knowledge and understanding of the environmental, physical and human geography of the world:

- In order to build a secure knowledge in these areas, our curriculum is planned to cover the following and this is built upon each year from prior learning.
- **Environmental** - Pupils explore the weather, wildlife, pollution, climate of their place studies and compare this to their locality.
- **Physical** - Pupils learn about climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. Lesson sequences allow pupils to explore these within their place studies and understand how it links to prior learning.

- **Human** - Pupils explore different types of settlements and land use, understanding trade and economy. See below for some examples of how this progresses between year groups.
 - **Year 3:** Exploring weather and its link to the water cycle, erosion, abrasion and attrition and coastal management strategies.
 - **Year 4:** Identifying the three major climate zones (polar, temperate, tropical), plate tectonics, formation and types of mountains/volcanoes.
 - **Year 5:** Identifying different biomes and vegetation belts, rainforest strata, effects of deforestation, pollution of the rainforest, rivers.
 - **Year 6:** Understanding trade and economy of America, plate boundaries, earthquakes and seismic waves.

Pupils develop geographical skills which includes collecting data and completing fieldwork to encounter geographical concepts first-hand and connect their learning in classrooms with the complexity of the real world:

- At Ocean Academy, our geography curriculum is planned so that all pupils have the opportunity to use fieldwork techniques to observe, measure, record and present the human and physical features in their local area using a range of methods (including sketch maps, plans and graphs, and digital technologies). Through fieldwork, pupils are able to encounter geographical contexts first-hand and connect their learning in the classroom which allows them to understand how their locational knowledge links with human and physical processes.
- **Year 3:**
 - **Use of maps, atlases, globes and digital/computer mapping:** Pupils will use local OS maps to identify and locate significant places or services of interest using specific OS symbols and keys. Pupils will use atlases to locate the United Kingdom, its countries and capital cities as well as significant counties within the United Kingdom. Pupils will use digital mapping to identify Poole and significant places of interest within their local area using their knowledge of OS symbols.
 - **Use the four points of a compass, four figure grid references:** Pupils will use the four main compass directions (North, South, East, West) to navigate around their school and local environment. Pupils will be introduced to four figure grid references to build their knowledge of the United Kingdom and the wider world.
- **Year 4:**
 - **Use of maps, atlases, globes and digital/computer mapping:** Pupils will use local OS maps to revisit and revise using OS symbols and keys to identify and locate significant places of interest and services within their local area of Poole. Pupils will use atlases to locate the United Kingdom and its countries and capital cities and selected countries within Europe and their capital cities. Pupils will use digital mapping to identify Poole and significant places of interest within Italy. Pupils will use mapping skills to identify the three major climate zones across the world.
 - **Use of the eight points of a compass, four figure grid references:** Pupils will be introduced to the eight compass directions (North, South, East, West, North-East, North-West, South-East, South-West) to navigate around their school and local environment. Pupils will use four figure grid references to build their knowledge of the United Kingdom and the wider world.
- **Year 5:**

- **Use of maps, atlases, globes and digital/computer mapping:** Pupils will use local OS maps to revisit and revise using OS symbols. Pupils will use atlases to locate selected countries within South America and their capital cities. Pupils will use digital mapping to identify the Amazon rainforest. Pupils will use mapping skills to identify the major biomes and vegetation belts across the world.
- **Use of the eight points of a compass, six grid references:** Pupils will use the eight compass directions (North, South, East, West, North-East, North-West, South-East, South-West) to navigate around their school and local environment. Pupils will be introduced to using six figure grid references to build their knowledge of the United Kingdom and the wider world.
- **Year 6:**
 - **Use of maps, atlases, globes and digital/computer mapping:** Pupils will use local OS maps to revisit and revise using OS symbols. Pupils will use atlases to locate the states of America. Pupils will use digital mapping to identify the Amazon rainforest. Pupils will use mapping skills to identify the major biomes and vegetation belts across the world.
 - **Use of the eight points of a compass, six figure grid references:** Pupils will use the eight compass directions (North, South, East, West, North-East, North-West, South-East, South-West) to navigate around their school and local environment. Pupils will use six figure grid references to build their knowledge of the United Kingdom and the wider world.

Feedback, assessment and marking

‘Well-designed assessment enables teachers to gather evidence to plan subsequent teaching that helps pupils to know and do more.’ Ofsted, 2022

Feedback, assessment and marking in Geography follows our whole school feedback and assessment policy: regular and often, to move learning on.

Teachers’ subject knowledge of each aspect of Geography is secure and planning and resources support this to enable teachers to make effective assessments and provide specific feedback to move learning on, within and across lessons, blocks of learning and year groups.

Learning objectives are planned alongside the National Curriculum and summative assessments are made of the knowledge and skills demonstrated to ensure that pupils are making progress and retaining this knowledge over time. This assessment system is progressive and builds year on year to enable teachers to plan from their pupils’ current level of development.

SEND and inclusion:

Pupils with special education needs and/or disabilities are provided with an inclusive education through the effective use of scaffolds and support to enable all pupils can access the learning and work with their peers. All planning ensures that pupils with SEND or physical impairment can achieve just as well as their peers. The school works closely with the SENCO and external agencies through regular consultations to understand the specific needs, individual goals and incorporate these into the planning and delivery of writing lessons.

Monitoring and Evaluation of Teaching and Learning:

We regularly monitor teaching and learning across the school to make sure that all of our pupils make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT and subject leaders will monitor and evaluate the impact of teaching on student's learning through:

- Learning walks
- Book looks
- Review of termly assessment data
- Gathering input from pupil voice and staff voice

Review:

This policy is subject to yearly reviews by the subject leader and SLT.

Upon review, amendments will be made in line with the Academy Improvement Plan and shared with all staff.