Geography at Queen Eleanor

Geography means "Earth writing" in Greek. Exploration and a sense of place on Earth is at the heart of geography as a modern discipline. It is an analytical way of learning about the relationship between human societal development and the physical process of the Earth. The geographical viewpoint is meant to spur people on to improve living conditions.

Geography skills (Classification and retention)

Location – ability navigate through space, representation through maps, continents, oceans, countries, Equator, Prime Meridian, Circles, Tropics

Human geography - migration and settlement patterns (push/pull factors from history), patterns in economic activity and trade. *See also skills in History.*

Physical geography – Landforms, layers of the Earth, formation of water cycle, formation of rivers, natural resources, distribution of biomes. *See also mental models in Earth Sciences.*

Place knowledge – synthesis of human and physical geography with location knowledge. Geographical and human features of locations are represented through maps and globes, images, statistics and sketches

Environment – how humans affect the environment and how we can be responsibility stewards of the Earth. *See also mental models in Biology.*

Challenge stereotypes about unfamiliar places, societies and cultures

Working like a geographer (Retention and application)

Arguments articulated by combining, comparing and contrasting evidence

Use conditional language to show that conclusions may change based on new evidence

Data collected, organised, presented and interpreted with mathematical accuracy

Number sense used to visualise scale for both location knowledge and place knowledge. Geometrical visualisation used to orient in space and navigate.

Fieldwork sketching skills refined to record observations

Sequencing content (Retention and connections)

Objective overviews provide subject knowledge and purpose

Learning journeys sequence cross-subject learning

Explanations progress : what→ how→ why (colourful semantics)

Developmentally appropriate – geological processes matched to children's comprehension of time

Location knowledge reinforced through history

Links made to scale, measurement , statistics and visualisation in maths

Links made to science, physical processes in Earth sciences and classification of habitats in science

Links made to fieldwork sketching and drawing from different views in art

Links made to PE appreciating outdoors, using maps during hikes and orienteering, and adventure sports

Success for all

Learning with the brain in mind

Oracy – explicit teaching of geographical terminology and academic vocabulary

Literacy - reading non-fiction, especially handling an atlas. Reading Skills texts aligned with historical content that has geographical element e.g. explorers

Diagrams, writing frames and sentence structures to scaffold arguments

Pre-learning – prepare vocabulary and associated mental images

Assessment and progress

Retention – diagnostic and summative assessment

Retention - lessons begin with recall quiz

Retention - summative quizzes

Application - maths strand to emphasise statistics and number sense through scale

Application - writing pieces aligned with English curriculum to apply genres