



## [Geography at The Ryde School](#)

### Research

Long term Learning: Mary Myatt (2019)

<https://static1.squarespace.com/static/5ed66eac4e71806cbe57a83f/t/60798b25ccc35a1bcfec3c9e/1618578226837/Geography+links>

Cognitive Load Theory and its application in the classroom: Dominic Shibli and Rachel West

<https://impact.chartered.college/wp-content/uploads/2018/03/Cognitive-Load-Theory-and-its-application-in-the-classroom.pdf>

Geography programmes of study: key stages 1 and 2 National curriculum in England

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239044/PRIMARY\\_national\\_curriculum\\_-\\_Geography.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf)

Geographical Association

<https://www.geography.org.uk/Journals/Primary-Geography>

### Geography Curriculum Rationale

We have high aspirations for the children at The Ryde and strive for them to enjoy and love geography. We aim to nurture their ambitions so they can be the cartographers, planning surveyors, environmental consultants or landscape architects of the future. Our core values, *Resilient, Creative, Safe, Ambitious, Respectful*, lay the foundations of these aims. We nurture and encourage our children to develop and grow into their full potential. At The Ryde we all believe that 'From little acorns mighty oaks grow'.

*Primary geography curricula should aim towards helping pupils understand the space in which they live and the wider 'world' around them (Bowles, 2009).*

We work hard at The Ryde to offer the children creative, exciting, inclusive, and memorable geography lessons and experiences that offer opportunities for children to develop their understanding of geographical knowledge and skills.

We make good use of our school grounds and our local area to help the children to understand the spaces in which they live. We want them to understand the natural world in which they live and the impact humanity has had on our world. How over time the world has been shaped by both natural and human events that have impacted on the past, present and will impact on the future.

Regular studies are made of the local, national and global places using: **Digimaps, Ordnance Survey Maps, Historical Maps, local area maps, school site specific maps**. Children are also given opportunities to draw their own maps.

We aim to make geography relevant for our children. We want our children to use their geographic knowledge and skills to understand the diverse world in which they find themselves, to ask questions about local, national and global issues and to seek and create solutions.

*A good geography curriculum should not only help learners understand the relationships they have with the world, but it should also enable pupils to gain a deep understanding of how Earth has changed and what we can do about it today (Roberts, 2013; Myatt, 2018).*

## Curriculum Intent

Our geography curriculum is designed to offer our children a knowledge rich curriculum that is broad and balanced and through which they will have, by the end of each milestone, a long term memory of an inspiring and motivating body of knowledge. Our geography curriculum is shaped to allow children to revisit topics in order to deepen their understanding and knowledge of key aspects. It is also designed to give opportunities to link and support other curriculum area for example: **history, science, English, religious education, environmental studies, physical education.**

Each milestone of our curriculum spans two years of study. The two years of a milestone have different teaching approaches. In the first year of the milestone the teaching will be direct instruction to enable the learning of knowledge. In the second year of the milestone teaching will support more independent and investigative learning as children will have sufficient knowledge and skills to be able to problem solve and ask relevant and deeper questions to gain further knowledge.

The geography curriculum consists of the key concepts of:

*Investigate places*

*Investigate patterns*

*Communicate geographically*

and knowledge categories of:

*Location, physical features, human features, diversity, physical features, human processes, techniques, plus vocabulary*

In each year group we have interleaved our geography topics across the year, comparisons are made between them, and they are linked with other relevant subjects. This process gives the children more opportunities to retrieve information, become more fluent with subjects and transfer knowledge to their long term memory.

To aid this deeper understanding of geography all children are offered regular opportunities to visit places relevant to their learning both locally and nationally, sometimes linked to other curriculum areas. Such visits include the study of: human impact, change of land use, physical features and processes. Such experiences will help to prepare our children for the possibilities, experiences and responsibilities later in life. **For example: In Year 3 the children map our local area to carry out litter picks, in Year 2 the children explore the change of land use in our local area when studying De Havilland as part of history and a residential trip to York with Year 5 provides opportunities for the children to create maps map and explore human processes.**

We enrich the children's learning in school with memorable and unforgettable experiences which provide opportunities to inspire, motivate and consolidate learning. **For example: all year groups have one term of forest school experience each year, visitors come to talk to the children about places they have lived/visited, eco school activities (e.g. tree planting) are completed by all year groups, in June, Outdoor and Adventurous week is carried out where all year groups participate in a range of lessons outdoors (den building, orienteering, fire lighting, team building games) and the children share their learning with other year groups e.g. Year 5 designed and created orienteering games for EYFS.**

At The Ryde we believe that it is not just about what happens in our classrooms, it is about the learning that happens outside the classroom and the added value this offers to inspire our children to want to learn.

## Curriculum Implementation

A complete audit was made of the geography curriculum in Spring 2019. Senior leaders attended training on 'Designing Your Curriculum' with Chris Quigley. This training was based on the research of Herman Ebbinghaus and John Sweller. This training was shared with staff. As a result, our geography curriculum has been carefully built and the learning opportunities and assessment milestones have been matched for each year group to ensure the revisiting of key concepts and knowledge categories, to ensure a gradual and solid build in understanding, and the progression through them. The interleaving of topics is crucial to this process. **For example: In geography there are 7 knowledge categories that are explored throughout each year group. In Year 6, the children learn about different terrestrial biomes, building on their previous knowledge of aquatic biomes. In the autumn term they will explore diversity and the physical features. In the spring term they will study diversity, physical processes and human features. In the summer term, the children look at human processes, physical and human features. Location and techniques are knowledge categories that run throughout the year.**

Teachers, with the support of the curriculum leader, have the autonomy to deliver a curriculum that is relevant to their children. Teachers also make meaningful links with other curriculum areas where relevant. **For example: In Year 2, the children take part in a pirate day. This helps to extend their writing in English, allow them to learn about famous pirates in history and create treasure maps in geography. This also develops their personal, social and emotional skills when completing team pirate games.**

Texts in English are also chosen carefully to match with topics where relevant. **For example: A whole school study focused on Here We Are: notes for living on planet Earth (Oliver Jeffries) was carried out in autumn 2020. In Year 6, links from this text were made to conserving our environment. The children reflected on the positive impact of Lockdown and wrote letters to our local MP with recommendations on how we can build on the gains we have made during this time. Another text used is The Mousehole Cat in Year 3. This text developed the children's geographical vocabulary when describing and identifying aspects of the UK coastline.**

The children have a voice in their learning and are encouraged to have independent thoughts.

**Topics are discussed with the children at the beginning of the year to understand what the children already know and what they would like to know. Topics are then planned around this information. Children's individual interests in topics are encouraged and supported.**

Medium term plans are produced at the beginning of each term. They are written in sufficient detail to allow them to be used as weekly plans. Learning objectives are clear to see for each session as are planned activities for learning and expected outcomes. Resources are detailed for each session. geography is taught on a bi-weekly basis, allowing the time for concepts and categories to be revisited and practised and therefore improving the opportunity for children to retain what they have learned and change their long-term memory – increasing the progress that they make.

## Curriculum Impact

We use both formative and summative assessment information in our geography lessons at The Ryde. This information is used by staff to inform their short term planning and interventions. This helps teachers to provide the best possible support for all children, including children with EAL, SEND or the more-able.

Assessment milestones for each phase have been broken down for each year group, allowing for detailed assessment of progress. Within each milestone children gradually progress through three cognitive fields: basic, advancing and deep. The ambition is that most children will achieve a sustained mastery at the 'advancing' stage of understanding by the end of each milestone, and for the more-able to have a greater depth of understanding at the 'deep' stage. **Therefore, the time-scale for sustained mastery or greater depth is two years.**

In the first year of a milestone children are expected to achieve the 'basic' stage of learning. Direct teaching will have enabled the children to learn knowledge and skills in preparation for a higher level of learning and understanding in the second year of the milestone.

Proof of progress tasks are carried out by teachers throughout the year. Each child's progress is mapped to ensure they are making the progress they are capable of.

Assessment information is collected at least termly by the subject leader and analysed. Results are reported to senior leaders and the link governor. This process provides an accurate and comprehensive understanding of the quality of teaching and learning in history.

Planning is monitored at the beginning of each term and at intervals in between, in line with other monitoring actions such as: work scrutiny, pupil voice, staff voice, displays, learning walks/lesson observations.