Geography at Bishop David Sheppard CE (A) Primary School

Intent

At Bishop David Sheppard, we are committed to providing all children with learning opportunities to engage in Geography. Geography teaches 'pupils to understand their world, their role in it and the responsibilities that come with it' (G Miller, 2020). Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of humankind.

Implementation

Ofsted states that a clearly mapped journey starting in the early years and developing through the curriculum is critical if pupils are to move towards becoming experts in the subject (Ofsted, 2021). Much like our History curriculum, four closely related curricular attributes – scope, rigour, coherence and sequencing – are our measures of quality (Opening Worlds, 2022). We have carefully planned our curriculum to ensure a clear progression of disciplinary and substantive knowledge across year groups (Ofsted, 2021), to ensure children can do more and remember more. Just as with geographical knowledge, geographical skills need explicit teaching and regular practice if they are to become integrated into learners' long-term memories. The first time a new skill is introduced, it is taught and reinforced in small steps. Then it is practised regularly in a range of different contexts (Opening Worlds, 2022).

During our weekly lessons, our children are taught about the relevance of what they are learning and why. Lessons are appropriately structured and scaffolded to allow long-term retention and review of prior learning (EEF, 2022) and ensure access for all to the curriculum.

There are a number of teaching strategies we employ including you say, I say, cloze procedure, synoptic tasks, repetition of language and contextualised vocabulary. Using stories as a vehicle for engaging pupils, is

another strategy used which supports retention as well as enjoyment in the subject.

Impact

At Bishop David Sheppard, we want to ensure our children leave each key stage with the skills and knowledge they need in order to achieve in the next stage of their education but that they have also a rich understanding of geography and its impact on their lives, as well as, the lives of others and the world around them.

References

G Miller, 'Geography really matters!', in 'Primary Geography', Volume 45, Issue 2, 2020, pages 50 to 52.

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Opening Worlds (2022). Geographical Skills- A guide to Opening Worlds teachers.

The Education Endowment Foundation (EEF) (2018). Metacognition and Self-Regulated Learning. Available at: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition