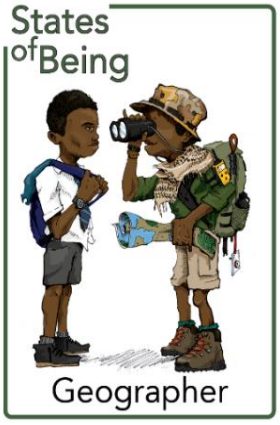
Being a Champion Geographer: an approach to Geography at Filton Avenue Primary



Intent

What is the point of Being a Geographer?

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The aims of being a Geographer are:

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To be competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams,globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

W**here does it come from?**

Being a Geographer is integrated into our curriculum through Curious-city. An enquiry-led, local learning approach to the National Curriculum 2014. This approach recognises that the cognitive maturity of learners affects what and how they learn. It also encourages teachers to think of how they encourage learners to be a Geographer instead of simply teaching them Geography.

Within a Curious-city curriculum, there is no 'skills or knowledge' debate. It is seamless blend of both, and through every enquiry, learners are challenged to work independently to prove their understanding of Being a Geographer.

Implementation

What does being a lead Geographer entail?

- Provide encouragement and ideas to staff across the school. Know when Geographer enquiries are happening and speak with the relevant year groups.
- Ensure visits and experiences are carried out and provide support regarding this.
- Monitor content, progression and enquiries and be mindful of coverage 'v' skill acquisition.
- Support with the development of skills and knowledge progressions.
- Lead staff training sessions.
- Drive the development of being a Geographer, sharing best practice.
- Evaluate being a Geographer and complete a Deep Dive analysis.
- Ensure enquiry planning and floor books (or alternative evidence) are sufficient to effectively represent the state of being you lead.
- Lead a group of children to be "Champions" for the subject and use this group to gather different voices across the school.
- With the State of Being Champions, create an annual newsletter for your state of being, which is sent to families and shared on our website and other social media channels. This should celebrate learning, create aspiration and centre children in current affairs for that state of being.
- Working closely with these Champions, have a strong focus on developing pupil voice, ensuring our pupils know their thoughts are valued and providing evidence of the positive impact of our curriculum.
- Lead being a Geographer in line with the school improvement plan and curriculum action plan so that you are sensitive to, and understand how, whole school improvement has to be considered strategically in order to have the best effect and not overwhelm staff.

What is 'covered'?

Essentially, a Curious-city curriculum uses the National Curriculum 2014 areas as a basic foundation of entitlement. However Curious-city is much more than that. It is localised, real-life and challenges learners to apply their learning in unique ways without the support of adults to prove what they have learnt. Local companies, charities, organisations, individuals and objects are used as foci to enhance and instill a sense of curiosity, pride and stewardship.

Impact

How is Being a Geographer monitored and assessed?

Every term, *Being Champions* meet as a team (the Enquiry hub) to discuss and share what they are seeing and hearing and, working as a team, help to review the school's curriculum and contribute to the Enquiry action plan.

Twice a year, Being Champions work with the Enquiry leads to review floor books and enquiry books to ensure coverage and progress across the school for their state of being.

As there is no requirement to formally report attainment of Geography, Being a Geographer is assessed through monitoring how a learner responds to enquiries and whether they show a particular enthusiasm and disposition towards it, or, if they constantly needed support in order to access it. This information is recorded on the Enquiry crib sheets which are kept and used for report writing towards the end of the year. These are then passed on to the next teacher to use to support future learning.

Curious City

National Curriculum 2014 coverage and progression within Curious-city™ enquiries

KS1

Geography		Y1											Y2										
		What is my hot made of?	Where is my school?	How do we move around?	Who helps who?	What changes around me?	What am I?	What do artists do?	What grows near me?	How could we play in different ways?	What might I do in the future?		What could my classroom be made of?	How do we live a healthy life?	How can we help?	What did Brunel do for Great Britain?	How are schools the same?	How do plants grow near me?	What is home?	How will we get around in the future?		
Locational knowledge	name and locate the world's seven continents and five oceans																					
	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		■																	■		
Place knowledge	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		■														■					
Human and physical geography	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles					■												■				
	use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather								■								■			■		
	use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop								■								■			■		
Geographical skills and fieldwork	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage																■		■	■		
	use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map		■																■	■		
	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		■																■	■		
	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		■	■															■			

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Light Blue indicates objectives are enhancing

Dark Blue indicates objective as lead state of being

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National Curriculum 2014 coverage and progression within Curious-city™ enquiries

KS2

Geography		Y3							Y4							Y5							Y6						
		Where does the darkness come from?	How can we find out about people in the past?	What is underneath our feet?	Why did people travel in the past?	How can you feel the force?	How do plants die?	What is the difference between surviving and being healthy?	What is the difference between noise and sound?	Why are more people becoming vegetarian?	Why do we live here?	What is creativity?	What should you flush down the loo?	Who has stood here before us?	How can we switch off?	Where does our water come from?	What does the Earth look like from the Solar System?	How can you show what you believe in?	Where is our twin?	How can science help the homeless?	Who is trading with whom?	What makes a good performance, great?	How are you helping to save our planet?	What do forces actually do?	How are they so small?	Who were the greater engineers?	Linnaeus and Darwin - how are they connected?	Where does our food really come from?	How do we all live together?	Why are shadows important?	How big is your footprint?
Locational knowledge	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities									■									■										
	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time									■						■			■										
	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	■			■		■			■						■			■								■			
Place knowledge	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America																		■										
Human and physical geography	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			■			■			■						■														
	describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water									■						■					■		■				■			■
Geographical skills and fieldwork	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			■	■					■			■						■		■		■				■			■
	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world															■											■			
	use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies									■									■		■									■

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