**Approach to Teaching Geography**

Planning/Assessment to reflect the NC aims:

Consider

Each lesson will have a learning focus as below and a key mastery question or claim to investigate in the lesson. A conclusion or some form of analysis should be evident in each lesson. Assessment for learning should take place throughout. Pupil response will be supported by the data collected and the knowledge of the region from encyclopaedias and online research).

Work in books should reflect the key questions.

1. **Initial assessment** (a Round Robin.)

This may or may not be recorded in books – teachers will record this in their feedback books to identify misconceptions and generate/modify teaching points.

1. **Place knowledge**

Set the context, for example, Yorkshire, Wales, Scotland, South West England and how area is connected to other land masses.

1. **Locational knowledge (factual)**

Location of the specific area of study including: position in the hemisphere and grid reference. Climate of the area. Population and diversity of the society.

1. **Human and physical geography**

Physical and human characteristics/features (rivers, mountains, seas, oceans) (include key landmarks of the area studied)

Physical geography: Weather patterns – incl. link to the water cycle, climate zones – how they affect the area, vegetation belts, rivers, mountains/contours of land studied. Change over time.

Human geography: Settlements, trade links, economic activity, distribution of natural resources – energy, food, farming, mineral and water.

1. **How the area has changed over time – what is the human impact on the physical environment?** (human/physical – environmental features affecting the area/landscape/area and land mass/oceans/seas**)**

Processes creating change over time – physical/human (how the glaciers changed the area of Malham Cove to become a tourist destination/coastal erosion/air/litter pollution). How maps have changed over time - compare.

1. **Topical knowledge**

Current issues/concerns/predictions (climate change, glass buildings causing light pollutions, Brexit trade issues).

**Geographical skills and fieldwork running throughout the sessions**

**Evidence of**

Fieldwork, use of compass points, grid references, data gathering, tracking and **analysing**, interpreting various scaled maps, graphs and tables, using information systems (GIS and Met Office), drawing maps at different scales, graphs, diagrams and tables, children using IPADS to take photos.

Field trips to be planned – minimum once. Data collection and analysis must take place in each topic.

By the end of the topic, children should be aware of similarities and differences of the region in comparison to Salford and should have completed a sustained piece of writing where appropriate.

**Knowledge Organisers** will be used to encourage independent learning and retention of knowledge, skills and vocabulary.

**Working walls** should reflect the journey of the topic and answer the key questions. After the topic has been completed, then learning captured can be transferred into the Floor Book. Exemplary pieces of work should be included to use as WAGGOLLS in future years.

**Homework tasks** should include models of landscapes, etc.

**Working walls should include:**

* Key questions from planning and findings.
* Success criteria
* Key Vocabulary – may need definitions or images
* Map of the specific region being studied and Salford
* OS symbols
* Children’s questions/I wonder/thoughts

Other useful visuals:

* Weather charts of the two regions (see Met Office)
* Specific tracking focus for comparison, e.g. air pollution
* Weekly weather tables (esp\* Key Stage One)