



# Geography

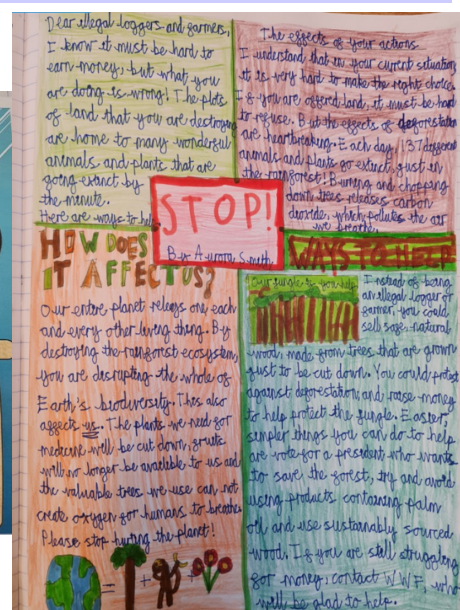
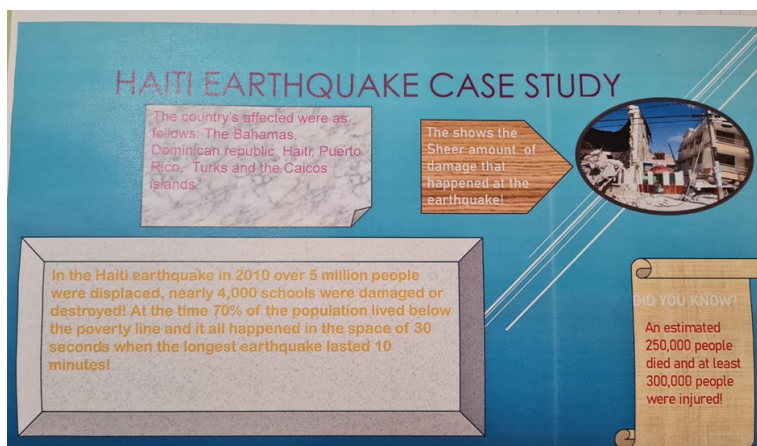
*"It's amazing to learn about all the different countries in the world and what life is like there."*

*We are all part of God's vine and are rooted in His rich soil.  
We are nurtured and supported so that we may grow and spread out into the world  
to love and to serve.*

# CURRICULUM STATEMENT

Our intention is to enable all children at Goring Church of England Primary School to:

- have a real sense of curiosity about the world and excellent knowledge of where places are and what they are like
- express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment
- gain an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- become fluent in complex, geographical enquiry and develop the ability to apply questioning skills and use effective analytical and presentational techniques
- acquire the ability to reach clear conclusions and develop a reasoned argument to explain findings
- develop and frequently use fieldwork and other geographical skills and techniques.




# GEOGRAPHY CURRICULUM

At Goring Church of England Primary School, the Geography curriculum is taught through timetabled lessons across all key stages, using a spiral curriculum approach (a course of study in which pupils will see the same concepts throughout their school career, with each encounter increasing in complexity and reinforcing previous learning). There are three threshold concepts that are taught across the subject:

- **Investigate places**—This concept involves understanding the geographical location of places and their physical and human features.
- **Investigate patterns**—This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- **Communicate geographically**—This concept involves understanding geographical representations, vocabulary and techniques.

As pupils progress through the school, they will develop skills that will enable them to understand these three concepts in more and more depth.

## Book Review



**Book Title**  
Flood

**Author**  
Alvaro F. Valls

**Illustrator**  
Alvaro F. Valls

Genre (tick as many as apply to your book)

<input checked="" type="checkbox"/> fiction	<input type="checkbox"/> scary	<input type="checkbox"/> animal story
<input type="checkbox"/> non-fiction	<input type="checkbox"/> fairy tale	<input type="checkbox"/> biography
<input type="checkbox"/> fantasy	<input type="checkbox"/> adventure	<input checked="" type="checkbox"/> historical
<input type="checkbox"/> humour	<input type="checkbox"/> sports	<input type="checkbox"/> mystery
<input checked="" type="checkbox"/> other <u>Picture book</u>		

**Plot**


Event 1 The storm comes charging in from a distance

Event 2 the terrible storm destroyed the house

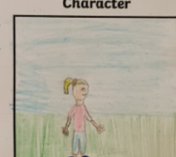
Event 3 They built the house again and made it better

**Setting**  
The house and the river

Picture of the setting



**Character**



Name Holly

Personality very fun


enjoys nature

Loves her house

Physical Appearance blonde hair pink shirt jeans

How I feel about this character and why: I fell sad for her because you can see she cries when she sees her house

draw how you felt!



**Cause and Effect** of one of the events in the book

Cause <u>The flood</u>	Effect <u>Damage to the house tree and the ground</u>
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**My Star Rating**

★★★★★



Why I rated the book 5 stars because it was a lovely house and then it was destroyed

This book made me feel Sad because The family had to leave their home

## IT'S NOT YOUR FAULT!

By Isaac Roberts

If you're one of those people who is sick of cutting down trees but have to do it to make money? Is so, don't blame yourself, blame the government. If they don't provide you with money, you can stop cutting down trees to change their mind.

Before	After	The Problem:
		<ul style="list-style-type: none"> <li>You are killing the animals habitat and them.</li> <li>You are killing the beautiful sights of the rainforest.</li> <li>You are causing climate change.</li> <li>You are making everyone unhappy.</li> </ul>

**Other options:**

- You can have a limit to how many trees you cut down a day.
- You can share land to farm.
- Make go and find a job in the city or in a town.

**Bad Facts:**

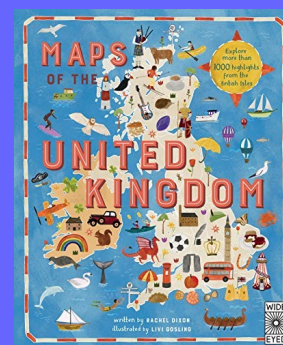
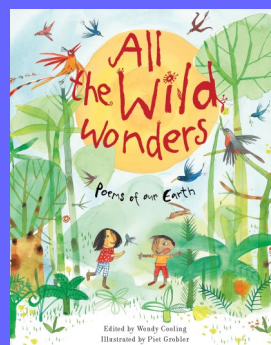
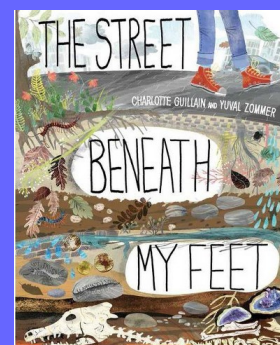
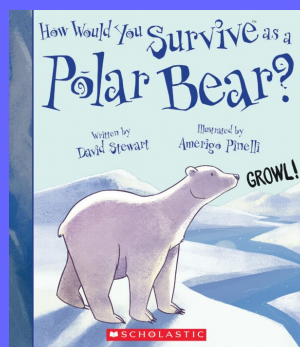
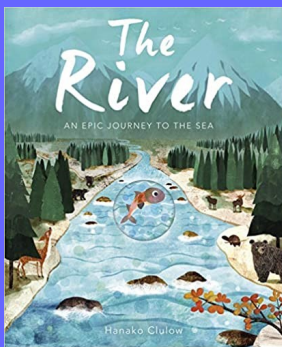
- Every minute, 2000 trees are cut down!
- Every day, 137 species of animals are becoming extinct.
- If we stopped what we're doing, the rate of extinction would be 1000 times slower than it is.



# USING CHILDREN'S LITERATURE IN THE CLASSROOM

A range of rich and varied songs, rhymes and stories are used to supplement the Geography curriculum. These texts expose the children to stories that demonstrate the impact of human behaviour on the natural world as well as the impact of natural disasters.

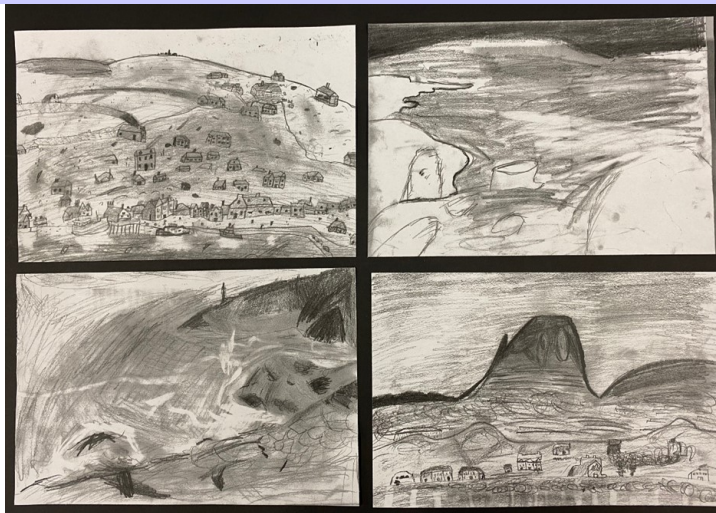
## STORIES THAT SUPPLEMENT THE GEOGRAPHY CURRICULUM



# WHAT DOES GEOGRAPHY LOOK LIKE IN THE CLASSROOM?

A range of teaching strategies are used within geography lessons. Activities are planned according to the different levels of children's skills and previous knowledge. Activities and tasks may include:

- whole-class or small-group discussions
- imaginative writing
- reflection activities
- role-play and drama
- games, story-telling and interpretation tasks
- watching relevant video-clips and using technology to do research
- having special visitors and workshops where appropriate.



Outside of Geography lessons, other activities will consolidate or develop their learning further, for instance:

- applying the knowledge or skills learned in other areas of the curriculum such as Art, English, Computing or PSHE
- creating presentations to perform in front of others
- using the knowledge they have gained to help them take part in pupil groups such as the School Council or the Eco Team.

## ENRICHMENT OPPORTUNITIES

Visits from carefully chosen speakers, charities and groups support and compliment aspects of the Geography curriculum. Educational trips and residential opportunities are organised to further enrich the curriculum as well as provide opportunities for children to have educational experiences outside of the classroom.

## CONTRIBUTING TO THE WIDER WORLD

Through Geography lessons, pupils develop their knowledge of the world and their place in it. They learn about diversity through studies of countries, cultures and environments and develop an appreciation of life in places different to their own. The skills taught in Geography lessons enable children to ask questions and seek answers about human and physical phenomena. Learning about the forces of nature, natural disasters as well as the impact of humans on the world develops pupils' compassion, responsibility and empathy. Learning about issues that affect the world helps our pupils to grow into members of society who have the skills, knowledge and understanding to become informed, active and responsible citizens.



# ASSESSMENT, MONITORING & MEASURING IMPACT

## MARKING AND FEEDBACK

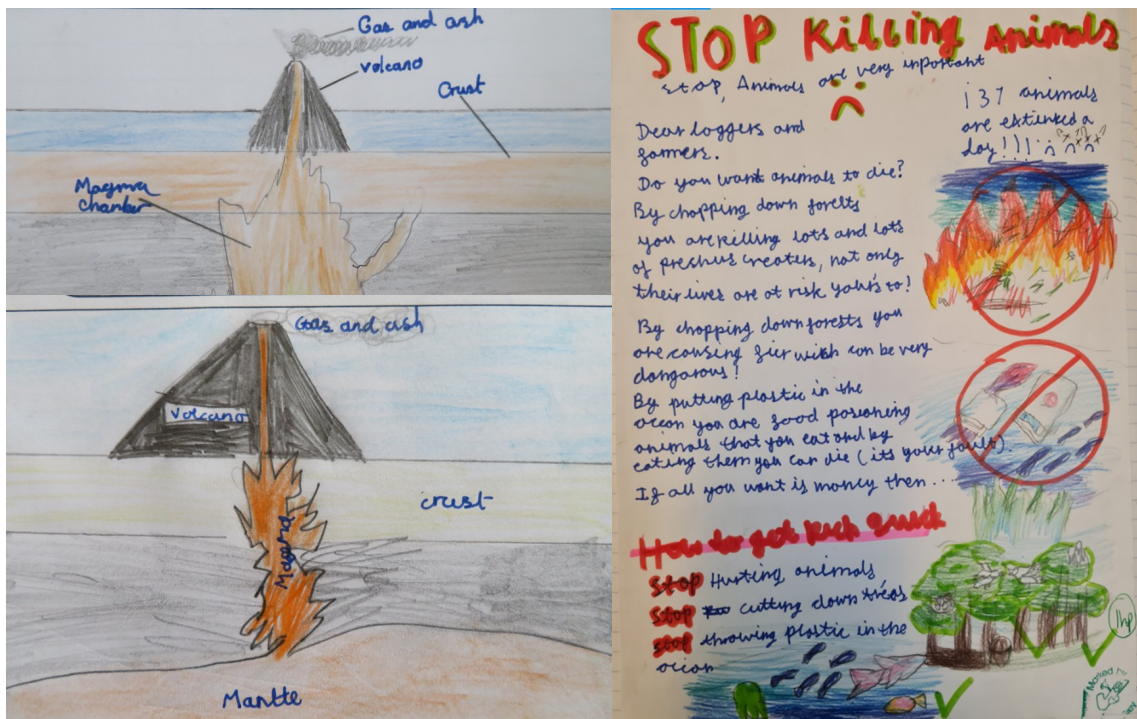
Children are given regular and meaningful written and verbal feedback. When written feedback is given, children are given time to respond so that they are clear about their next steps.

## ASSESSMENT FOR LEARNING OPPORTUNITIES

Teachers make use of differentiated questioning, and mini- and end-of-lesson plenaries to provide informal assessment opportunities throughout lessons to gauge individual and whole-class understanding.

## BOOK MONITORING

The Geography co-ordinator looks at Geography books regularly to ensure the curriculum is taught consistently across the school. Feedback is given to the teaching staff during staff meetings.



## DEEP DIVES

The Geography co-ordinator completes regular deep dives. These provide an opportunity to observe lessons, talk to children, review planning and teaching and review strengths and areas for improvement across the school. After each deep dive, a report is written and shared with staff and governors. Any actions that are required are then implemented in a timely fashion.

