

A Journey into Geography



Building & using fire



Instruments around the World



Yr 5/6 trip to Eden Project

“The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together. ”

Barack Obama

“Geography is the subject which holds the key to our future ”

Michael Palin

Intent

The National Curriculum for Geography states:

“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.”



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At the federation of Boskenwyn and Germoe Schools it is our intent to enable the children to learn the statutory knowledge that is detailed in the requirements of the National Curriculum. We intend to provide the children with the skills, knowledge, vocabulary and experience to allow them to understand the world and how it changes through physical and human processes. It is our intent to encourage this geographical understanding through a range of exciting topics based on the children's interests. We aim to deliver this through various resources including maps (traditional and interactive) and geographical texts. Additionally, through school trips (local and international). Our intention is to widen the children's experiences and allow them to apply their knowledge and fieldwork skills.

Our intention is that children will learn their Geography skills along with other cross curricular skills within Inquiry sessions at Germoe and Boskenwyn Community Primary Schools. Each year there is a clear and planned overview on what the children are expected to cover linking to the National Curriculum (NC). This can be seen in the Curriculum Overview. Furthermore, we have a Geography milestone document which allows for a longer term plan of what each child needs to have covered by the end of each Key stage.

The NC requirements are mapped out on a two year rolling plan. Before each term a medium-term plan is created to ensure that we know what we are covering within that term. Accompanying this, we produce a progression of skills document, so that we know what each child needs to cover through Key Stage 1 and 2. This is found on our shared Google drive which all teachers have access to.

In our medium-term plan we select the objectives we are going to cover in our termly topic. At the end of each Key Stage we aim for each child to have covered and developed the age appropriate skills and knowledge which are set out in the NC. After each term and year, we assess on whether or not we have met those targets; the successes of the year and things we can improve on.

It is our intent to include the wider school community in our children's learning. We have a wide range of people who are invested in the children's learning including, cleaners, cooks, volunteers, TAs, Teachers, SENCO and Executive Head. All these people help to provide a working environment which enable children to work/learn to their very best. Visitors are sought and encouraged to visit the schools bringing their expertise, passion and experience providing the children with a broader range of role models and perspectives. We are currently in the process of applying for Eco-School Green Flag Reward which incorporates children, staff and volunteers working together.

EYFS children will be encouraged to notice similarities, differences and changes in their environment and begin to recognise that living things and their environment are influenced by human activity. They will be encouraged to describe some actions which people in their community can do to help maintain the area they live in.



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Implementation

This is implemented using a two-year rolling programme through topic based inquiry sessions. Topics are chosen influenced by the children's interests. Each term teachers ensure the national curriculum objectives are fitted into the topic ensuring children are able to follow their own learning journey whilst meeting the requirements of the national curriculum. There is a strong focus on the use of resources used in Geography lessons, with each class having access to a range of resources that will deepen their understanding of different areas of the Geography curriculum. We have a full class set of iPads which are used for map work and conducting research on different geographical subjects. Trips take place at the beginning of every half term to create instant engagement with the topic, and to ensure that the knowledge becomes sticky for our children. These include experiences of fieldwork that deepen children's understanding of geographical processes. Children are assessed on their understanding of a range of skills used within their work and their ability to use new, relevant vocabulary. The focus is on encouraging children to formulate their own lines of questioning, enabling them to follow their own lines of research formulating their own conclusions.

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Impact

The Federation's inquiry based pedagogy offers each pupil the experience, skills and knowledge to continue to grow as geographers. They can develop the skills and confidence to work with a classroom or outside in different environments carrying out field work.

Children are given the opportunity to explore geography through various trips locally and abroad. They are assessed termly on their understanding of a range of skills used within their work and their ability to use new, relevant vocabulary. Children are curious about different geographical work and are able to showcase their learning in a variety of ways chosen by themselves. If you were to walk into Inquiry lessons at Boskenwyn or Germoe schools focusing on geography you would see children using maps, atlases, books and ICT to follow their own lines of research. You would see them using their own chosen method to showcase their learning. Lessons are planned to be interactive and inviting. They are supported by relevant trips to carry out field work and to extend and engage the children with their learning. The aim is for a visit to a relevant site or a visitor to school to share their enthusiasm and expertise at least once every half term. The end of a topic is celebrated with an opportunity to share learning across the school including parents and the wider school community. Children have the opportunity to share their learning and findings in a creative format of their choosing.

Children across the Federation have reflected a strong interest in geography in their support and enthusiasm to be involved in the process of applying for Eco-School status.

Pupil Voice

"We looked at lots of strawberries growing and picked up some apples of the floor under the trees when we went to the farm" Yr 1

"I really enjoyed going up the road to pick up rubbish, but the rubbish shouldn't be there! People should put it in the bin" Yr R

"We went to Eden Project and found loads of different bananas, I thought there was only one!" Yr 6

"I really love looking at maps especially the one of the zoo so I can find out where the lions are" Yr2

An Example Progression of Skills

Geography aspect: Developing an understanding of local environment and worldwide weather patterns						
Reception: Talks about the features of his/her own immediate environment and how environments might vary from one another (ELG)	Year 1: I can describe seasonal weather changes	Year 2: I can 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	Year 3: I can explain about weather conditions / patterns around the UK and parts of Europe	Year 4: I can explore weather patterns around parts of the world	Year 5: I can understand about weather patterns around the World and relate these to climate zones	Year 6: I can 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

Examples of Learning Outcomes



Trip to the Eden Project



Yr R exploring maps



Yr R and yr1 taking part in
A Chinese Tea Ceremony.



Planting saplings to create
New woodland.



Map making in Yr R



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FAMILY Values

Fairness

Phenomena: Fair trade, British values (tolerance, democracy, rule of law, respect) manners, honesty. Examples of these and why they are important can be found in studies of different countries and cultures including fairtrade. Sharing resources and taking turns offers practical immediate experience of why it is important.

Attitudes to Learning

Phenomena: Growth mind set, building learning power, mindfulness. The study of geography provides opportunities to study examples of greatness in other cultures and opportunities to observe growth and resilience in nature. Children given choices and control of what they learn develop positive attitudes because it is fun.

Making Healthy Choices

Phenomena: Healthy living, mental health and wellbeing, environmental issues, lifestyles. Geography offers opportunities to study food and its production. Chances to discuss how to make healthy choices in what we eat and how preserve a healthy environment around us. Nature and the outdoors are healthy for bodies and minds.

International Citizenship

Phenomena: global issues, religious and cultural diversity, heritage, celebrating differences, power of languages; verbal and non-verbal. Learning about the world and its processes children begin to understand how they are international citizens and of the responsibilities they have to the world. Opportunities to visit different countries allow for children to experience different environments and cultures.

Living and learning safely

Phenomena: Online safety, keeping safe: road, sun, fire, sea, antibullying, health relationships, risk management. Online research requires online safety practises. We discuss how it is important to live and learn safely through planning school trips; using

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equipment and working with each other. Children can assess different risks associated with different environments and terrains. Forest school encourages children to know about local risks such as bumps and lumps in the terrain and hazardous plants.

Yearning for success

Phenomena: Entrepreneurship, raising aspirations, economic wellbeing: Through praise and competition we provide a learning environment for children to strive for success. Different cultures and the natural world provide many examples and inspiration of success.

Cultural Capital

Ofsted defines Cultural Capital as:

'...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' Ofsted School Inspection Handbook 2019

The study of geography provides an ideal platform from which to learn about, reflect and analyse different cultures and environments and their interactions and the best that has been thought and said in these different cultures and countries. Geography provides endless examples of human creativity and achievement in many different countries, cultures and environments to inspire and motivate our pupils. It also provides worldwide examples of consequences when children do not have the essential knowledge to be educated citizens. Both schools in the federation take part in activities in churches and community centres local to them and Boskenwyn use local land for forest school sessions. Germoe have their own dedicated area for forest school. The federation provides opportunities for foreign travel both for children and staff to complete professional development.



Staff training in Iceland.



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Our Multi-Disciplinary Approach

Our Federation's topic based inquiry approach provides opportunities to research and inquire using a range of resources and experiences. Pupils are enabled to apply their knowledge of geography into different settings and subjects. A full range of learning styles is offered and a range of subjects are incorporated when learning about geography. Children are given opportunities to show case their learning in their own preferred method including art, design and technology, ICT, writing, maths (data). The geographical threads of our topic are regularly used in the texts used in English lessons and in the reading materials both delivered to the children and in the books offered as reading choices. Songs in music lessons reflect the geography themes of our topics and PE lessons include activities relatable to geography such as orienteering and forest school games.

Last Year's Successes

- Mandarin Teaching Assistant in Reception/Yr 1 classes in both schools.
- Year 3/4 Classes visit to King Edward Mine
- Year 3/4 classes visit to Truro Museum
- Topics: Underground/Overground, Mystified and Ancient, Food Glorious Food
- Year 5/6 visit to Eden Project to explore food sustainability
- Yr 3/4 beach clean at Church Cove beach followed up with using rubbish for art work.
- Effective use of pink topic boxes for books connected with topics and artefacts.
- Whole week of Chinese culture activities for year R/1 Boskenwyn led by Mandarin Teaching Assistant
- Regular trips to piece of local land for forest school sessions yrR/yr1 Boskenwyn
- Regular forest school sessions on site for yrR/yr1 Germoe
- Local walks to investigate the local landscape, flora and fauna yrR/yr1 Boskenwyn
- 'Litter pick up' walks following concern from the children about the amount of rubbish along the road side verges in our school locality
- Yr 5/6 ski-ing trip to Italy
- Staff CPD attending workshops in Greece as part of a "masks" project

BOSKENWYN



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- Staff CPD attending conference in Reggio Emilia in Northern Italy
- Orienteering sessions across the two schools



Priorities for this Year

Set up an Eco-school committee made up of pupils, staff, parents and governors and Apply for Eco-School status.

Complete the RSPB Wild Challenge.

Organise and complete a Beach clean at the local beach as part of the surfers against sewage big clean up.

Enable contact with other countries both for children and staff professional development in creative ways if physical visits are not possible due to restrictions of the Corona virus epidemic.