

## St. Chad's Catholic Primary School

### Geography Overview

#### The intent / purpose of Geography at St. Chad's

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 environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### Presentation

- Date to be written top left.
- LO on the next line on the left.
- Date and LO to be underlined with a pencil and ruler in KS2
- PP (perfect presentation) on the next line on the left.

#### Geography Learning

- Geography is taught every other half term. Geography lessons are 45 mins / one hour long a week.
- Geography lessons have the following structure:
  - Date and LO  
e.g. *Monday 15<sup>th</sup> April*  
*LO: To explore the mountains of India.*
  - PP – Perfect Presentation  
A Geography vocabulary word related to the lesson
  - PK - Prior Knowledge Question (Not always evident in book, this can be a discussion to recap on prior learning.
  - Main teaching and learning with adaptive teaching
  - Blue dot challenge
  - Complete Know More sheets every lesson to include a key piece of learning from each lesson

## Assessment

- Summative *end of unit* assessments (Know More / Remember More Quizzes) are used to check understanding. Extra lessons are taught as a result of these assessments if necessary to fill gaps in learning.

## Marking

- Tick or dot to indicate whether an answer is correct or incorrect
- Where appropriate, circle mistakes
- Frequent positive comments in books.
- Provide a clarity question, when necessary:  
*Clarity/misconception marking is used to clarify whether a child understands what they have been learning or to further challenge them.*  
*Blue dot questions are used to 'deepen the moment' during lessons meaning clarity questions are not often needed but can be used when necessary.*

### Marking codes

Symbol	Details
I	Independent
S	Supported
PW	Paired Work
Signature	Work initialled by teaching assistant or supply
VF	Verbal feedback
Sp	Incorrect spelling
P	Missing/inaccurate punctuation
DP	Dojo Point
	Learning objective not met Work highlighted shows an area of development
	Learning objective met Work highlighted

Geographical Terminology



	<b>Concepts</b>	<b>Generalisation</b>	<b>Model/theory</b>
<b>Weather and climate</b>	Weather, climate, depression, anticyclone, air mass, weather system	Britain's weather and climate are variable due to Britain's position in relation to the global atmospheric circulation	Global atmospheric circulation
<b>Urban settlements</b>	Town centre, inner city area, suburb, suburbanisation, re-urbanisation, transport network, accessibility, land-value surface	The land use pattern of a large town or city is a consequence of innumerable decisions, made by individuals and organisations, about the value of different locations for various purposes	Urban land-use models (for example, Burgess, Hoyt, Harris and Ullman, Mann); bid rent theory (Alonso)