

**LEARNING  
WITHOUT LIMITS**



Successful learners  
Confident individuals  
Responsible Citizens

Ladybrook Primary School

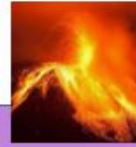
**Geography**



# Our school intention for Geography

## Ambitious Curriculum

*'Without Geography,  
you're nowhere.'* Anon



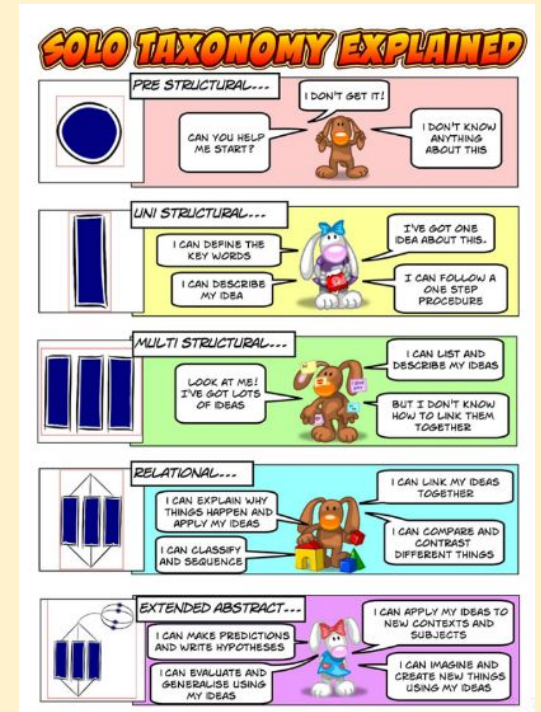
Our children will...

- Have an understanding of the difference between physical and human Geography
- Know about countries, continents and bodies of water
- Be able to follow maps in the local environment to find real locations
- Engage in fieldwork eg visit a river and develop an understanding of its course
- Be challenged with real world issues to develop an understanding of interdependence and responsibility for the planet – Global awareness
- Develop a sense of scale from local to global
- **By the end of key stage 2 have a keen sense of themselves within a wider community and the challenges facing our planet.**



# How have we constructed and renewed the curriculum for Geography?

- **Brief summary of the story so far:** SOLO Taxonomy / Jonathan Lear
- **Subject leader Training:** Stockport LA
- **Staff Training:** Chris Trevor; SOLO Taxonomy Day
- **Use of outside Expertise:** Chris Trevor (Field work focus); Geographical Association;
- **Bramhall High School Geography leader**





# What does our Progression for Geography look like? Why?

Our starting point in Nursery and Reception is to introduce relevant EYFS Framework objectives from Mathematics and Understanding the World.



Geography Skills Progression		
	Nursery	Reception
Mathematics	<p>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	
Understanding the world	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>
People, cultures and Communities		<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
The natural world		<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>



# What does our Progression for Geography look like? Why?

Our progression map for Geography has been designed by the team to ensure that steps in learning between year groups for all aspects of the subject are incremental to support sound understanding and long term recall. For example, the acquisition of place knowledge has been planned to build from Year 1 to Year 6.

We use our local and regional area extensively to influence the content of our Geography so that our children build a sense of place.

Geography Skills Progression							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Geographical Enquiry</b> <small>Including consideration of human environmental impact</small>	Select information from resources to respond to questions about places.	Select information from resources to identify questions and to respond to questions about places.	Ask and respond to questions about places and the environment, noticing differences.	Ask and respond to questions about places and the environment, noticing similarities and differences.	Use their geographical knowledge and understanding to carry out a scaffolded enquiry.	Use their geographical knowledge and understanding to select and carry out an enquiry from a range offered.	
	Identify and sort human and physical features of a place and make simple comparisons.	Recognise, describe and observe the human and physical features of a place and make comparisons.	Discuss explanations for the location of human and physical features in different localities.	Offer independent explanations for the location of human and physical features in different localities.	Recognise and describe physical and human features identifying and	Recognise and describe physical and human features identifying and	Recognise and describe physical and human features identifying and
<b>Human and Physical Geography</b>	Express their views on attractive and unattractive features of the environment of a locality	Express their views, with reasoning, on attractive and unattractive features of the environment of a locality	Describe how people can damage and improve the environment	Identify seasonal and daily weather patterns in the UK	Identify the location of hot and cold regions of the world in relation to <ul style="list-style-type: none"> <li>the equator</li> <li>the North Pole and South Poles</li> </ul>	Describe and understand key aspects of human geography <ul style="list-style-type: none"> <li>Types of settlement</li> <li>Types of land use</li> <li>The distribution of food and water</li> </ul>	Describe and understand key aspects of physical geography: <ul style="list-style-type: none"> <li>mountains</li> <li>rivers</li> <li>volcanoes</li> <li>earthquakes</li> <li>The water cycle</li> </ul>
						Describe and understand key aspects of human geography: <ul style="list-style-type: none"> <li>economic activity</li> <li>trade links</li> </ul>	Describe and understand key aspects of human and physical geography: <ul style="list-style-type: none"> <li>Communication links</li> <li>Human Impact</li> <li>biomes</li> <li>climate zones</li> <li>vegetation belts</li> </ul>
<b>Place Knowledge</b>	Compare a small area of the UK	Compare a small area of the UK	Compare a small area of the UK	Compare a small area of the UK	Compare a small area of the UK	Compare a small area of the UK	
	<ul style="list-style-type: none"> <li>Bramhall to a coastal region Crosby.</li> </ul>	<ul style="list-style-type: none"> <li>Manchester to a small area in Australia Daintree Rainforest</li> </ul>	Describe similarities and differences in the physical and human geography of a region in the UK <ul style="list-style-type: none"> <li>North West England</li> </ul>	Compare and Contrast the physical and human geography of a region in a European Country <ul style="list-style-type: none"> <li>Naples, Italy with North West England</li> </ul>	Compare and Contrast the physical and human geography of a region within North America <ul style="list-style-type: none"> <li>Caribbean with North West England</li> </ul>	Compare and Contrast the physical and human geography of a region within South America <ul style="list-style-type: none"> <li>Manaus - Brazil with North West England</li> </ul>	



# What does our Progression for Geography look like? Why?

Aspects of fieldwork such as mapping skills are taught explicitly through a planned programme using the school site where we have our own orienteering course.

<b>Locational Knowledge</b>	<b>Including Mapping Skills</b>	Use world maps, atlases and globes to identify <ul style="list-style-type: none"> <li>the United Kingdom and its countries.</li> </ul>	Use world maps, atlases and globes to identify and locate <ul style="list-style-type: none"> <li>the world's continents and oceans - including knowing where the UK sits <a href="#">in the</a> continent.</li> </ul>	Use maps, atlases, globes and digital/computer mapping (GEarth) to <ul style="list-style-type: none"> <li>locate some of the counties of the UK in the North West -</li> <li>identify cities in those counties</li> <li>know that the North west is a geographical region</li> </ul>	Use maps, atlases, globes and digital/computer mapping (GEarth) to <ul style="list-style-type: none"> <li>locate some countries in Europe - including Russia - including capital cities</li> </ul>	Use maps, atlases, globes and digital/computer mapping (GEarth) to <ul style="list-style-type: none"> <li>locate countries in North America</li> </ul>	Use maps, atlases, globes and digital/computer mapping (GEarth) to <ul style="list-style-type: none"> <li>locate countries in South America</li> <li>locate the position and significance of the equator, northern and southern hemispheres, tropics of Cancer and Capricorn and the Arctic and Antarctic circles-</li> <li>Plan a route using latitude and longitude in depth.</li> </ul>
	Understand a bird's eye view Make a simple classroom map	Make a simple map of the classroom using basic symbols in a key.	Understand map symbols are pictures that represent human and physical features	Know that the map keys (legends) show what each symbol means	Use OS maps to interpret a place looking at contour lines and symbols.		
	Use simple compass directions (North, South, East and West)	Know simple compass directions (8 point) and locational and directional language to describe the location of features and routes on a map	Revise the eight points of a compass and use 2 figure grid reference to build their knowledge of the United Kingdom	Use the eight points of a compass, four-figure grid references to build their knowledge of places in Europe and whilst orienteering	Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the local area		Know that landscape features and places can be located on an OS map with grid references and grid squares - extend to 6 figure



# What essential knowledge\* do we want our children to acquire?

We have identified the essential knowledge which our units of work enable children to learn.

Factual knowledge is presented to the children in a precise and concise way.

**\*Knowledge includes facts, familiarity with situations and practical skills.**

Year	Theme	Geography: Key Knowledge
EYFS		<ul style="list-style-type: none"> <li>• Know how to describe home and their route to school</li> <li>• Know that places are different - town, countryside, seaside - using basic geographical language</li> </ul>
YEAR 1	Locating our School	<ul style="list-style-type: none"> <li>• Know that our school is in Bramhall, an area of the town of Stockport which is in England.</li> <li>• Know the <b>human and physical features</b> of Bramhall through observation and fieldwork and say how it is similar/different to Lytham St Annes through observation and fieldwork</li> <li>• Know <b>directional language</b> (near, far, left, right) and simple <b>compass directions</b> (N,S,E,W) to describe features on <b>maps of our school grounds</b></li> <li>• Name and identify on a map the <b>4 countries and capital cities of the UK.</b></li> </ul>
YEAR 2	Bramhall Study	<ul style="list-style-type: none"> <li>• Know how to use fieldwork and observational skills to study the <b>geography of Bramhall</b></li> <li>• Know and include the <b>features of a map and a key</b>, to draw a map of a route travelled</li> <li>• Name and identify on a map the <b>4 countries and capital cities of the UK and its surrounding seas.</b></li> <li>• Know that an <b>aerial photo</b> is a photo from above. Photos from above help people to draw maps accurately</li> </ul>
	Comparative Study (Bramhall / Daintree)	<ul style="list-style-type: none"> <li>• Name and locate on a map the world's <b>seven continents and five oceans.</b></li> <li>• Know that there are <b>hot and cold areas</b> of the world in relation to the Equator and the North and South Pole.</li> <li>• Identify some of the <b>human and physical features in Bramhall</b> and how these are similar / different to <b>Daintree in Australia</b></li> <li>• Know that humans need natural systems (Rainforests) and that humans are changing landscapes, environments and climate through our activities.</li> </ul>
YEAR 3	Regional Study (North West)	<ul style="list-style-type: none"> <li>• Know the names and locations of the <b>capital cities of the UK and surrounding seas</b>, situating Stockport in the <b>North West of England</b></li> <li>• Know about some of the human and physical features of the North West of England,</li> </ul>



# What does our Progression of Geographical Vocabulary look like? Why?

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grass Plant Field Tree Flower Bird Mud Rain (map) Home School Job Help Doctor Police Dentist hot/cold food	Aeroplane puddle/cloud road/path House Shop shed/barn Building Journey Near /far (Village) (City) (town) Occupation Country Local (beach) sandy Island Sea (Coast) language	Map Flag Country Capital city (town) (city) human physical Key North, South, East, West Symbol Atlas Compass Ariel view Coast (village) landmark location	Sketch map Direction human features physical features Compass Compass rose Route Human features Physical features Atlas Index Contents Ocean	region aerial photograph atlas City rural urban Village town city county	River source upper middle lower mouth delta hurricane volcano mountain earthquake Europe disaster	Continent Equator Northern and southern hemispheres Climate Weather Vegetation Economy Trade Import Export Impact	Tropical rainforest Equator humid species habitat extinction endangered native tribes deforestation hemisphere globe latitude longitude biome grid reference

Vocabulary in brackets introduced with limited understanding expected. These words are repeated to ensure understanding in KS1

Settlement Trade Sustainability Climate



# • How have we sequenced learning from EYFS to Year 6? Why?

Our **clear sequence** for learning begins in Nursery and Reception where we have designed a rich early years' curriculum inspired by high quality picture books.

Broad themes for a half term / term are shared between the 2 classes.

**Vocabulary** is introduced, modelled and repeated through planned learning opportunities to embed its use

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Name</b>	Marvellous Me	N - Once upon a time R - Let's Celebrate	Make it	Make it	Growing things	Growing things
<b>Main stories Cycle 1</b>	3 little Pigs (T4W)  N - You choose book	N - Princess /stick stories R - Celebration/stick stories	Gingerbread man (T4W) N - Harry's home out/The way back home (houses and journeys)	Harry and his <u>bucket full of dinosaurs</u>  1 week transport	Supertato/Superworm (N.I) Nur-Jasper's Beanstalk 1 week - People who help us and Dental Nurse visit	What the ladybird heard (N.I)  1 <sup>st</sup> week - All around the world
<b>Main stories Cycle 2</b>	Goldilocks (T4W) N - You choose book	N - Princess /stick stories  R - Celebration/stick stories	The Runaway Pancake  N - Harry's home  R - Martha Maps it out/The way back home (buildings and journeys)	Naughty Bus	Oliver's Vegetables/ The Enormous Turnip	The Hungry Caterpillar/ farm stories  1 <sup>st</sup> week - All around the world
<b>Geography Objectives</b>  NURSERY  RECEPTION	Begin to understand the need to respect and care for the natural environment and all living things (3-4 yr olds)  Walks around the school grounds e.g listening walk. Outdoor play in	Begin to understand the need to respect and care for the natural environment and all living things (3-4 yr olds)  <b>Outdoor play, Visit Forest School. Talk about members of their immediate family and Explore the natural world</b>	Begin to understand the need to respect and care for the natural environment and all living things (3-4 yr olds)  Walk around school grounds looking at buildings	<b>Explore the natural world around them. (Rec)</b>  <b>Describe what they see, hear and feel whilst outside. (Rec)</b>	Begin to understand the need to respect and care for the natural environment and all living things (3-4 yr olds)  <b>Growing plants in the EYFS garden area. Explore the natural world around them. (Rec)</b>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3-4yr olds)  <b>Discuss holidays and places the children have been</b>



# • How have we sequenced learning from EYFS to Year 6? Why?

We use SOLO taxonomy (a model that describes levels of increasing complexity in students' thinking and understanding) to structure our learning objectives. The lesson sequence starts with multi structural thinking through to extended abstract thinking. It enables us to assess how deeply children's knowledge is developing in the subject. It is essential to us that most children are able to make relational connections in their learning. We go beyond this by teaching children to extend their abstract thinking in Geography.



## Medium Term Planning: Geography Y1 Summer

Procedural Knowledge:		
Multi-Structural	Relational	Extended Abstract
<ul style="list-style-type: none"> <li>Begin to <b>clarify</b> understanding about places by responding to questions.</li> <li>Begin to <b>explain</b> their likes and dislikes when discussing a location.</li> <li>Begin to use simple sources of information to recognise and <b>describe</b> features</li> <li>Begin to <b>draw</b> a simple map of the features they have observed.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and <b>compare</b> the human and physical features of a place</li> <li>Begin to <b>observe</b> a location and discuss likes and dislikes. (<i>Observe: collect information about</i>)</li> <li>Begin to <b>apply</b> a broader knowledge about locations.</li> <li>Begin to <b>analyse</b> a source of information to describe the features of a location</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe and <b>reflect</b> on the human and physical features of a place.</li> <li>Begin to <b>evaluate</b> the attractiveness and unattractiveness of an aspect of the environment and discuss some specific features</li> <li><b>Create</b> a simple source (map) that begins to demonstrate an understanding of the different ways that information can be collected and presented</li> </ul>



## Medium Term Planning: Geography Y2

Procedural Knowledge:		
Multi-Structural	Relational	Extended Abstract
<ul style="list-style-type: none"> <li><b>Clarify</b> understanding about places by asking and responding to questions.</li> <li><b>Explain</b> their likes and dislikes when discussing a location.</li> <li>Use simple sources of information to recognise and <b>describe</b> features</li> <li><b>Draw</b> a simple sketch of the features they have observed.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and <b>describe</b> the human and physical features of a place and make simple comparisons</li> <li><b>Observe</b> a location and discuss likes and dislikes. (<i>Observe: collect information about</i>)</li> <li><b>Apply</b> a broader knowledge about locations when presenting information to a wider audience.</li> <li><b>Analyse</b> a source of information to describe the features of a location</li> </ul>	<ul style="list-style-type: none"> <li>Describe and <b>reflect</b> on the human and physical features of a place.</li> <li><b>Evaluate</b> the attractiveness and unattractiveness of the environment and discuss some specific features.</li> <li><b>Create</b> a source (map and survey) that demonstrates an understanding of the different ways that information can be collected and presented.</li> </ul>



## Medium Term Planning: Geography Y3

Procedural Knowledge:		
Multi-Structural	Relational	Extended Abstract
<ul style="list-style-type: none"> <li><b>Compare</b> different places by asking and responding to questions.</li> <li><b>Describe</b> places and landmarks using a range of sources (e.g. aerial photographs and maps)</li> <li>Begin to <b>draw</b> more detailed sketches of the features they have observed.</li> <li><b>Describe</b> the ways that people can improve and damage the environment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Observe</b> a location and begin to record information through sketches, questionnaires and surveys</li> <li>Begin to <b>combine</b> sources of information to provide a broader picture of a location (e.g. a map with symbols that highlight specific features)</li> <li><b>Summarise</b> some ways that people can improve or damage the environment</li> <li>Begin to <b>analyse</b> a source taking account of the human and physical features of different localities</li> </ul>	<ul style="list-style-type: none"> <li>Compare some sources and use them to <b>generalise</b> about the human and physical features of different localities</li> <li>Measure, record or interpret data and begin to <b>reflect</b> on the information it provides - weather.</li> <li>Begin to <b>evaluate</b> the impact that people can have on the environment</li> </ul>

Medium Term Planning: Geography Y6														
Procedural Knowledge:														
Multi-Structural	Relational	Extended Abstract	Big Ideas - Disciplinary Knowledge for Y6											
<ul style="list-style-type: none"> <li><b>Formulate</b> questions to gather specific information and data</li> <li><b>Examine</b> an increasing range of sources to develop an understanding of key human and physical features.</li> <li><b>Describe</b> how a range of physical and human processes can change the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and <b>summarise</b> a range of different views about a geographical issue.</li> <li><b>Combine</b> a range of sources to provide a detailed picture of a location or geographical process</li> <li><b>Observe</b> and explain some of the ways that human activities affect the environment.</li> <li><b>Analyse</b> a range of sources including maps, infographic and data, integrating results and identifying patterns.</li> </ul>	<ul style="list-style-type: none"> <li><b>Challenge</b> the validity of different views on geographical issues, forming opinions and conclusions about them.</li> <li>Collect information from a variety of sources and use the results to <b>hypothesise</b> about the reasons for particular patterns, behaviours or reactions.</li> <li><b>Create</b> a range of sources that demonstrate the similarities and differences between two areas studied.</li> <li><b>Evaluate</b> the impact of human and physical processes on the environment and evaluate on how people/groups manage this impact.</li> </ul>	<table border="1"> <thead> <tr> <th>Statement</th> <th>Year 6</th> <th>Year 7</th> <th>Interdependence Human and Physical</th> <th>Geography Study and Thinking</th> </tr> </thead> <tbody> <tr> <td>Statement 1: Sustainability Climate</td> <td>1, 4</td> <td>2, 2, 3, 7</td> <td>2, 2, 4, 5, 7</td> <td>1, 4</td> </tr> </tbody> </table>		Statement	Year 6	Year 7	Interdependence Human and Physical	Geography Study and Thinking	Statement 1: Sustainability Climate	1, 4	2, 2, 3, 7	2, 2, 4, 5, 7	1, 4
Statement	Year 6	Year 7	Interdependence Human and Physical	Geography Study and Thinking										
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Curriculum content: Biomes - in particular, rainforests (Rainforests in Meso-America were home to The Maya being studied alongside)														
Books about tropical rainforests:														

Medium Term Planning: Geography Y6		
Key learning	How?	Outcome
<ul style="list-style-type: none"> <li><b>Formulate</b> questions to gather specific information and data</li> </ul>	<ul style="list-style-type: none"> <li>What opportunities am I going to give the children so that they can learn?</li> </ul>	<ul style="list-style-type: none"> <li>What will the children know or be able to do?</li> </ul>
<ul style="list-style-type: none"> <li><b>Formulate</b> questions to gather specific information and data</li> </ul>	<ul style="list-style-type: none"> <li>What do I already know about biomes and particularly rainforests? (Planning children they have studied biomes before eg Antarctica and rainforests in year 2, possibly oceans in Year 4?)</li> </ul>	<ul style="list-style-type: none"> <li>I can recall previous learning related to rainforests</li> </ul>
<ul style="list-style-type: none"> <li><b>Formulate</b> questions to gather specific information and data</li> </ul>	<ul style="list-style-type: none"> <li>What would we like to know about Rainforests</li> </ul>	



# • How have we sequenced learning from EYFS to Year 6? Why?

We ensured that the big ideas of geography are used repeatedly in as many lessons as possible within each unit of work.

Substantive Concepts	Big Ideas - Disciplinary Knowledge for Y3			
	Location (G1)	Place (G2/4)	Interdependence (human and Physical) (G3/4)	Geography Skills and Fieldwork (G5)
Settlement Trade (shops / transport links) Sustainability Climate	1/2/3/4/5	1/2/4/5/8/9	2/5/7/8/9	9

We identified our substantive concepts which link directly to our intent for the subject. These concepts are repeated over time to help children group, connect and explain facts and information about the world around them.

Substantive Concepts	Big Ideas - Disciplinary Knowledge for Y6			
	Location (G1)	Place (G2/4)	Interdependence (human and Physical) (G3/4)	Geography Skills and Fieldwork (G5)
Settlement Trade (shops / transport links) Sustainability Climate	1 4	2 3 5 6 7	2 3 4 5 7	1 4

Curriculum content: **Biomes** - in particular, rainforests (Rainforests in Meso-America were home to The Maya being studied alongside)  
 Books about tropical rainforests:



# • How have we sequenced learning from EYFS to Year 6? Why?

Our sequence of lessons in a unit of work always begin with recapping prior knowledge as a baseline for new learning.

Lessons are connected with prior learning influencing and supporting the next step taught.

Learning outcomes are planned for so that misconceptions are dealt with as soon as possible.

Medium Term Planning: Geography Y5		
Curriculum content: North America		
Key learning Procedural knowledge	How? What opportunities am I going to give the children so that they can learn?	Outcome What will the children know or be able to do?
<ul style="list-style-type: none"><li>Use maps, atlases, globes and digital/computer mapping (GEarth) to locate countries in North America.</li><li>Recognise and describe physical and human features identifying and explaining different views.</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>Continent</li><li>Climate</li><li>Equator</li></ul>	<p>1. <b>Where is North America and what are its countries?</b></p> <p>Pre-knowledge assessment: What do you think you know about North America?</p> <ul style="list-style-type: none"><li>- continent?</li></ul> <p><b>Session 1:</b></p> <p>Give children a range of pictures of a variety of locations within North America that are vastly contrasting i.e. Canadian dollars (monarch included), Alaskan landscape, desert landscape (California/New Mexico), lush green of Costa Rica, a resort in Barbados etc.</p> <p>Children generate questions and ideas about the images. How might they link? What human and physical features can you see?</p> <p>Task serving as introduction to the topic as well as recap and assessment of understanding of human/physical features.</p> <p><b>Session 2:</b></p> <p>What do they know about NA? Can they identify it is a continent and not a country (not just the USA)</p> <ul style="list-style-type: none"><li>• What makes a 'continent'?</li><li>• Locate the continent and its borders by using an atlas and globes.</li></ul>	<p>Prior knowledge will be assessed and misconceptions identified.</p> <p>Children will begin to develop an understanding of the vast differences in the landscape within NA and begin to offer suggestions as to why these differences occur.</p> <p>Know that North America is a continent with 23 countries and major cities.</p> <p>Children gain a clearer picture of how NA is structured including position of Great Lakes and longest river and can list a range of countries within it.</p>

Key vocabulary identified is explicitly taught.



- How do children demonstrate that they know more and remember more?



## Medium Term Planning: Geography Y5

### Geography Assessment

Threshold Concept:



Compare

Comparison between housing in different countries in NA. Tell children that both are in Mexico. Question: using your knowledge, can you explain why there are such vastly different types of housing within the same country?

Pre-threshold

- Identify that some people don't have as much money as others because of what they do for work.
- Identify that some houses may look more run down because of the weather that the country gets (perhaps provide an example).

Post-threshold

- Identify that areas in one country can have differences in their **economy** (utilise key vocab)
- Identify physical reasons as to why natural disasters could influence housing in this way either mentioning: drought, earthquakes etc.
- Identify that these differences occur for a range of reasons, i.e. not just 'poor' and 'rich' areas.

AT THE BEGINNING: Children are asked to recall prior learning... 'Last term/year you learnt.... This term you will learn.... This will help you next year when you .....



AT THE END: The children analyse a source.

Based on quality teaching, most children are expected to meet the threshold statements. This assessment provides evidence of the application of a range of knowledge that has been taught.



# How do we ensure inclusion in Geography?

Physical (Gross/Fine); Sensory ; Self-Regulation

Geography is essentially about enquiry

- Helping children to understand the big picture

**We consider our resourcing:**

1. **Equipment** – adapted visual (enlarge resources) / auditory aids eg visualiser to address misconceptions / model; key concepts/ celebrate learning
2. **Space** – ensuring pupils with physical needs have enough and appropriate space eg table /chair heights
3. **Teacher expertise**
  - Ensure clear visual maps
  - Demonstrate / model examples of outcomes
  - Make links to everyday language
  - Use questions to encourage learners
  - Use of geographical literacy maps
  - Minimise information on slide shows
  - Chunk lessons into episodes
  - Use extracts rather than full scale maps



# What policy decisions have we made about Geography?

- **Geography is recognised as a discrete discipline.**
- **Teaching and Learning must engage** through assAFL; Teacher's toolkit (Market Place / Quick on the Draw etc);
- **Vocabulary is a priority within our curriculum design** – must be taught explicitly and assessed ongoing
- **Investment in high quality resourcing throughout** – up to date maps / atlases in classes
- **Opportunities to experience field trips beyond the school** using local and regional area. There is a geographical focus during these trips.
- **Analysis of a source** – assessed at end of unit