

St Francis CE(Aided) Junior School

Primary Geography Quality Mark 2019-20 Deferred to 2020-21 due to COVID-19



A message from the Subject Leader...

- ▶ Within this presentation, there are samples of children's work evidencing their geographical knowledge, skills and understanding within a range of learning opportunities, some of which were provided remotely due to the nature of working within a global pandemic. The overall intent behind the Geography Curriculum is to create a curriculum enriched with a range of learning experiences and skills to enable the children to become well rounded geographers. The implementation of these skills have developed across school ensuring that all skills are embedded and skills are progressed, so that the children built on prior knowledge and prior geographical skills. Within the presentation, work has been referenced from all year groups, with some elements having a greater focus upon the year 6 cohort, to show the impact of the geography curriculum upon their thoughts, ideas, responses and geographical explanations.
- ▶ I hope that this presentation gives you an insightful view upon the teaching and learning as we provide the children within St Francis' CE Junior School to be responsible geographers, who appreciate and have a greater understanding of the world they live in.

Geography in St Francis'

- From the Programmes of Study identified from National Curriculum 2014, we use the skills and progression documents from Rising Stars Assessments to build our school Long Term Plan.
- ► The school's Long Term Plan has been made alongside the history to enable a cohesive curriculum and to allow connections to be made for a depth of learning and enquiry.
- ► The Rising Stars Framework provides 13 Geography skills, which have been further broken down into year groups. These statements are present in an online assessment tracking system (INSIGHT) used throughout school to monitor, track and progress skills and success. This also enables us as a school to identify more able children in this subject and facilitate learning for those children who have been identified as having gaps and misconceptions within their learning of the subject.

History	Geograph	у				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Ancient Egypt Durham Oriental Museum	UK Settlements Newton Ayelffe/ Middindge/Durham River study— compare to the Nile Sum/River/Wear	Italy Europe study	Roman Empire	Greece Europe Study	Ancient Greeks
Year 4	UK—settlements and land use Newton Aydiffe (urban)/ Middridge (urbal)	Anglo-Saxons	Vikings Jorvik	UK—Water works with York as a study	North America	Aztec Civilisation
Year 5	Middle Ages	UK—coastal Redtan/Sallbum	South America Study	Explorers Captain Cook Birthplace Museum	Local area study: Natural resources—mining	Industrial Revolution
Year 6	UK and Europe (Russia)	WWII	UK Natural Resource Industry	Tudors Durham Oriental Museum	UK/Europe Mountains and earthquakes	Stone Age to Iron Age Hancook museum

C.Cooper Feb 2020

Introduction

- During the Autumn and start of the Spring term the Geography Curriculum was amended by the Subject Leader.
- Staff meetings were provided to develop the Geography curriculum and to support teaching staff and support assistants the support necessary.
- ▶ Due to COVID-19, most of the evidence gathered for Geography mark has been completed through online home learning tasks set by their teachers via Seesaw.
- ▶ Due to the COVID-19 lockdown and restrictions, our application for the Geography mark has been deferred to June 2021.
- To show which evidence has been used as a result of home learning I have marked these with a ... Other evidence has been collated while in school and through remote learning when necessary.

Section A: What is the quality of Geography Education like?

- In this section I have referenced:
- Subject leadership vision
- Explain rationale linking to the Curriculum 2014
- Policy
- LTP and MTP development of skills and progression across LKS2 and UKS2
- Opportunities for learning cross curricular approach where applicable
- Insight tracking assessment and tracking of pupil progress and key groups
- Monitoring coverage to show the development of skills and the progression throughout KS2
- Opportunities for application of skills and learning
- Geographical enquiry evidence
- Subject leader reports and data analysis

A1 Intent: To what extent does the school's geography curriculum set out and share the knowledge skills that pupils will build?

A1i) The geography curriculum articulates a shared vision of Geography. Its rationale is clear and takes account of the school's local context.

- ► The St Francis' Subject Leader Vision for Geography states that:
 - Geography Overview St Francis CE (Aided) Junior School



Subject Leader Vision



Pupils are encouraged to foster a natural curiosity about the world, its people and natural phenomenon. As global citizens they will examine key human and physical processes, to develop their understanding of the Earth's features and how they change over time. They will explore similarities and differences between geographical areas of the World, using appropriate geographical terminology to explore and explain.

Teaching and Learning Time: 18 x 55 min lessons per year group alongside additional cross-curricular learning opportunities.

Framework reference	A1i
Document	Subject Leader Overview
Context	The Subject Leader Vision Statement identifies the overall aims of the school in developing young 'geographers' who will develop an understanding and sense of awe and wonder about the world in which they live. This was evaluated and altered in 2021 to reflect on the greater focus on vocabulary.
Why was this chosen?	The statement is a condensed version of the overall intent and aim of the Geography Curriculum at St Francis. This was written by Senior Leadership and Subject Leader, which was then agreed by all school staff.
What does it show that children know, understand and can do?	This shows that the children will develop a keen awareness and sound understanding of where they live, the country in which they live and the role that they play in the wider community and world. Living in one of the highest areas of deprivation (1719 th out of 32,844 neighbourhoods, top 5% of deprivation, with children being within the top 1% of income deprivation), means that it is of vital importance that our children have a knowledge and awareness of the world around them and they are supported in seeing life outside of their own communities whilst also seeing the key role they can play within this community.

A1i) The geography curriculum articulates a shared vision of Geography. Its rationale is clear and takes account of the school's local context.

- ► The St Francis' Medium Term Planning completed by all teaching staff:
- Page 1 of all Medium Term plans share the title of the unit, the curriculum intentions, the aims of the unit of work and also the assessment criteria that will be fulfilled by the end of the unit of work. These correspond to INSIGHT, the children's assessment folders and to the Rising Stars Progression framework.
- Page 2 of the planning then refocuses the unit based on the intention for the Geography Curriculum at St Francis along with the resources and vocabulary progression per lesson. Therefore ensuring a cohesive approach to the teaching and learning of the subject.

St Francis Church of England (Aided) Junior School

YEAR 3&4 SUMMER

Medium Term / Unit Plan



Geography – North America

National Curriculum 2014 KS2 Geography

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places both terrestrial and marine including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - o collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- . This will include the location and characteristics of a range of the world's most significant human and physical features.
- . They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

In this North America topic, children will learn about the location of North and South America. They will revisit terms covered in previous topics such as equator, hemisphere and meridian. Children will use Ordinance Survey maps to locate key countries and describe the position of key human and physical features.

Year 3

Geography 2

Locate the world's countries.

Geography 3

Identify the position of longitude, latitude, equator, Southern and Northern Hemisphere.

Geography 4

Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.

Geograpny 1

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Geography 11

Use symbols and key (including the use of Ordnance Survey maps).

Year 4

Geography 2

Locate the world's countries focusing on North and South America.

Geography 3

Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).

Geography

Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.

Geography

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region of North America

Geography 1

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Geography 11

Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.

St Francis Church of England (Aided) Junior School

YEAR 3&4 SUMMER

Medium Term / Unit Plan

Geography Subject Leader Vision

Pupils are encouraged to foster a natural curiosity about the world, its people and natural phenomenon. As global citizens they will examine key human and physical processes, to develop their understanding of the Earth's features and how they change over time. They will be able to note similarities and differences between different geographical areas of the World.

Teaching and Learning Time: 6 x 55 min lessons

Planning resources:

- Espresso Mountains https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item1247037/grade2/module1217765/index.html
- Espresso Rivers
- https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item1211877/grade2/module1196044/index.html
- Google Earth
- Twinkl
- 3dgeography.com
- National Geographic Kids

Vocabulary

L1
nap
country
North America
Northern hemisphere
Southern hemisphere
United Kingdom
North, South, East, West

L2	L3
continent	South America
city	North Pole
equator	South Pole
Europe	Ordinance Survey Map
America (continent of)	Location
Longitude	North East, North West,
Latitude	South East, South West
Weather	Climate
Urban/ rural	landmarks

L4
capital city
Tropic of Cancer
Tropic of Capricom
Arctic circle
Antarctic circle
Greenwich Meridian
Terrain
population

La
Longitude
Latitude
United States of America
Pacific Ocean
Atlantic Ocean
Grid reference (four-
igure)
Climate zone
Region

L6 Gulf of Mexico Amazon River Canadian Rocky Mountains Grid reference (sixfigure) Culture

Year 3/4 Medium Term Plan

A1i) The geography curriculum articulates a shared vision of Geography. Its rationale is clear and takes account of the

school's local context.

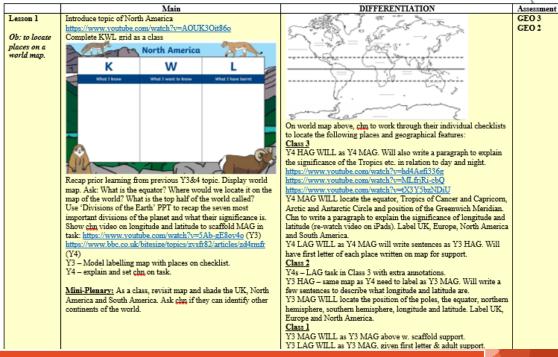
- Subsequent pages of the Medium Term Plan then detail the specifics of each lesson while cross referencing the Geography skills and ensuring that the tasks are clearly differentiated and enable children to adequately demonstrate and excel in the skills, whilst also offering scaffolding and support to those children who require it.
- Due to the high level of deprivation in school, we ensure that the children are provided with memorable experiences and use a range of resources to build that geographical curiosity.
- At the start of each unit of work, children share what they know, what they would like to know and at the end of the learning journey what they have learnt. To enable all children to access the topic, videos are used to build that enthusiasm and often this prompts a memory of something they have seen on tv, news and prompts a discussion and thirst for knowledge as a connection has been made.

St Francis Church of England (Aided) Junior School

YEAR 3&4 SUMMER

Medium Term / Unit Plan





Framework reference	A1i
Document	Medium Term Planning
Context	The Medium Term Planning is completed by staff on a termly basis. The format remains the same throughout school and
	refers to the programme of study from the National Curriculum.
Why was this chosen?	The Medium Term Planning reflects on the Aims set out by the National Curriculum 2014 and also refers to the assessment of
	skills for the year group. The assessment of skills are taken from the Rising Stars documentation, referencing National
	Curriculum expectations and ensuring progression of skills.
What does it show that	This is included in the planning process to enable staff to see the wider picture of the topic and how the unit feeds into
children know, understand	making the children geographers who appreciate the world around them. By using these statements, it ensures knowledge of
and can do?	the subject and progression of skills are focussed upon.

Framework reference	A1ii
Document Context	Geography Skills Progression Document This shows the skills progression and how Geography 1 from Rising Stars is achieved in all year groups. This is used for each of the 13 assessment strands.
Why was this chosen?	This document shows the Working At and Greater Depth possibilities for each year group and each geography strand. The document also shares the knowledge and skills required prior to the new learning. This enables staff to clearly differentiate and challenge children's geographical enquiry and understanding.
What does it show that children know, understand and can do?	This shows the progression of skills and ways in which children across LKS2 and UKS2 will demonstrate their skills and understanding. This allows staff to appropriately challenge children and not limit their learning.

			GEO	GRAPHY 1		
		Working	j At	Greater	Depth	Geographical study
Prior knowledge	Yr	Yr Objective Task Objective Task		Task	Evidence with PicCollage and notes from experience—in Geography Evidence file	
KS1 Prior:	3	Use an atlas to locate and label Newton Aycliffe, North East England, County Durham. Positional language using a four point compass. 4 countries that make up the UK	Teach language and location Children complete labels on a map—points identified with labels prepared. Paragraph to describe location Barrier to learning—special perception	As W A AND Describe the location Label counties	Teach language and location Children complete Tabels on a map—points identified with labels prepared. Paragraph to describe location	Burn—river in local area
Locational Positional	4	Locate and describe some human and physical features of the UK.	Label: Coast Mountain River Water safety (GEO5)	As WA AND Locate and describe several contrasting physical environments	Label: Coast Mountain River Water safety (GEO5) Paragraph to explain how these areas compare.	Water safety—Tees Barrage
River Locational	5	Locate and describe coastal and river environments	Describe coastal UK environ- ment. Describe how the distinct characteristics have changed over time (coastal erosion)	As W A AND Describe the changes of land use. Compare to river environment.	Describe the changes of land use. Compare coastal region to river environment.	Coastal Erosion and defences. Orienteering and field-work—walkway from Redcar to Saltburn (GEO12 GEO13) (2hr – 4.8mil es)
River Coastal Locational	6	Locate and describe coastal, mountain and river environments	Recap Y5 coverage Locate mountains in UK and around the world. Look at mountain formation—How? Where? Why? Tectonic plates—earthquakes/volcanoes etc	As W A AND Locate and describe a range of contrasting physical environments and explain how they change.	Analyse coastal, river and mountain regions—explaining the land use and the changes over time. Make comparisons to their local environment.	

	Term	Lesson l	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
	Autumn Term River Study (UK)	UK River Britain England Ireland Scotland Wales North East South West Compass Physical Geography	Stream River Bank Downstream Upstream Erosion Water safety Current Burn Local Meander Source Tributary Estuary Mouth	Sketch Map Fieldwork	River Nile Egypt Comparison Trade Transport	Settlements Town Village City Newton Aycliffe Middridge Durham Human Geography	Hazards Flooding Pollution Wildlife Four figure grid reference bearings direction position	Longest Distance Metres Kilometres Global UK Europe North America South America Atlantic Ocean Indian Ocean Pacific Ocean North Sea
Year 3	Spring Term Italy (Europe)	Physical geography Features UK	Human Geography Map Northern Eastern Western Southern England Ireland Scotland Wales	Map Europe Continent Countries Capital Cities Ordance Survey	Europe Climate Zones Weather Climate Temperature Tropical Arid Mediterranean Temperate Continental Polar	Human Physical Italy Naples	Comparison UK Italy Human Physical	ENQUIRY
	Summer Term Greece (Europe)	Physical Human UK Europe	Italy Greece UK Climate Zones Weather Climate Temperature Tropical Arid Mediterranean Temperate Continental Polar	Greece Islands Landmarks	Ordance Survey Athens Greece	Comparison Athena UK Physical Human Landmarks	Comparison Athena UK Physical Human Landmarks	ENQUIRY

Year 3 and Year 4 Vocabulary progression Broken down per unit and lesson to ensure coverage

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	Term	Lesson l	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
	Autumn Term Settlements (UK)	Rural Urban UK North East South West Compass Country Settlements	Land use Village Town City Settlements	Buildings Physical Human Developments Farming Agriculture Countryside Greenbelt Hedgerows Wildlife	Middridge Newton Aycliffe Buildings Physical Human Developments Farming Agriculture Countryside Greenbelt Hedgerows Wildlife Business Transport	Middridge Newton Aycliffe Buildings Physical Human Developments Farming Agriculture Countryside Greenbelt Hedgerows Wildlife Business Transport	Advantages Disadvantages Ordance Survey Four figure grid reference Six figure grid reference	ENQUIRY
Year 4	Spring Term Water works (UK)	Rivers Reservoirs	Water safety Tees Barrage Local	Water Cycle Evaporation Condensation Cloud Precipitation Rain Sleet Snow Hail Puddles Heat	River Water works Map UK	Aquaducts Viaducts Canals Transportation	Aquaducts Viaducts Canals Transportation	
	Summer Term North America	North America South America Continents Country Equator Northem Hemisphere Southern Hemisphere Longitude Latitude Tropics of Cancer Tropics of Capricorn	North America South America Atlantic Ocean Pacific Ocean Ordance Survey Capital city Landmarks	Human Features Physical Features North America States	Climate Zones North America Weather Climate Temperature Tropical Arid Mediterranean Temperate Continental Polar	Human Physical Geographical Enquiry	ENQUIRY	

	Term	Lesson l	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	L
	Autumn Term Coastal (UK)	UK Coastal North Sea Celtic Sea English Channel	Coastal areas River Erosion Settlements	Comparison Coastal UK Regions	Saltbum Redcar Erosion Stacks Caves	Four Figure Grid Reference Six Figure Grid Reference Human Physical Ordance Survey	Historical Maps Comparison Coastline	E
Year 5	Spring Term South America	Countries Cities North America South America	Human Physical South America Six Figure Grid Reference	Volcanoes Physical Vents Crust Mantle Magma Gas Lava Rock Poisonous Sulphur	Amazon Rainforest South America Hazards Pollution Wildlife Threats Climate Zones Weather Climate Temperature Tropical Arid Mediterranean Temperate Continental Polar	Fair Trade Travel Transport Import Export Profit Equality Fairness	Settlements Brazil Population Economy Favelas Slums Land Use	
	Summer Term Natural Resources (UK)	Mountains Rivers Coastal UK Regions Ordance Survey	Human Physical UK Regions Contrasting	Historical Maps Industrial Revolution Six figure grid reference changes developments	Historical Maps Industrial Revolution Six figure grid reference changes developments	regions similar different	mining land use industry transport energy	

Year 5 and Year 6 Vocabulary progression Broken down per unit and lesson to ensure coverage

	Term	Lesson l	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
9	Autumn Term UK and Europe (including Russia)	Political map locate human physical environmental; UK	Russia Countries Political map Human Physical Environmental Continent	Climate zones Weather Climate Temperature Tropical Arid Mediterranean Temperate Continental Polar plant animals adaptations	Comparison UK Russia	Historical maps Pre WWII Post WWII Land use changes developments human physical	ENQUIRY	ENQUIRY
Year (Spring Term Natural Resources and industry (UK)	UK Natural Resources Coal Oil Gas Fossil fuels	Industry Population Economy Supply Demand	Changes Local Area Developments Economy Population	Changes Local Area Developments Economy Population	Energy Production Supply demand Renewable Non-renewable National Grid Transport	Energy Production Supply demand Renewable Non-renewable National Grid Transport	
	Summer Term Mountains and Earthquakes	Mountains Volcanoes Tectonic plates Boundaries Global Crust Mantle Layers	Mountains Formation Block Dome Fold Volcanic Pressure	Earthquake Richter Scale Devastation Volcanees Dangeer Divergent Convergent Transform Plate	Six figure grid reference Ordance Survey Human Physical North America	North America San Andreas Yellowstone National Park Hazards Settlements Risks Earthquakes Ring of Fire	ENQUIRY	

Checklists used within lesson 1 for North America labelling the continents - More Able Year 4 and SEND year 3, with teacher assessment upon completion of task.

Framework reference	A1ii
Document	Geography Vocabulary Progression Document and how this has been used within the delivery of lessons and as a resource for children to apply this knowledge. (Appendix A1ii)
Context	Progression of geographical terminology for each unit of work for year 3,4,5 and 6, broken down into vocabulary to be shared per lesson.
Why was this chosen?	This demonstrates how the lesson coverage is well-planned, coherent and ensures geography progression is coherent within terminology used. This has been taken from the Long Term Plan (slide 2) and the skills breakdown (slide 9) based on Rising Stars Framework.
What does it show that children know, understand and can do?	This ensures that the vocabulary appropriate to the topic and stage of learning is appropriate for the children. The vocabulary will then be shared within the lessons on the Geography displays to ensure that the appropriate terminologies are present for all children to apply within lessons. The screenshot, left, has been taken from a year 3/4 notebook based on the fifth lesson about North America. Here they would be studying a state of North America and focusing on human/physical geographical features. The member of staff has used the vocabulary progression document in order to ensure the teaching of the vocabulary was

appropriate for the sequence of lessons.

prior learning.

Ob: to locate places on a world map.	*** Àt
Success Criteria	T
Label the equator	
Label the Tropic of Cancer and the Tropic of Capricorn	
Label the Arctic and Antarctic Circle	
Label the position of the Greenwich Meridian	
Label the UK, Europe, North America and South America.	
Write a paragraph to explain how longitude and latitude are used to locate places. Watch the video if you need to.	
Write a paragraph to explain the significance of the Tropics, Circles and Greenwich Meridian in creating climate	
zones, seasons, day and night. Watch the videos to help you.	

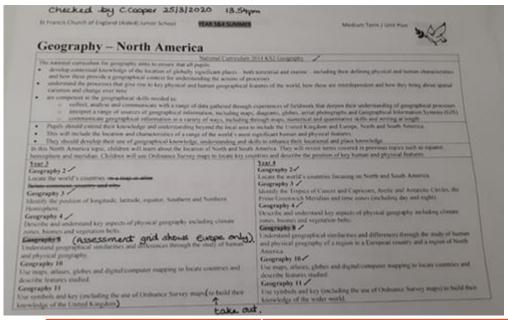
Ob: to locate places on a world map.	* A3
Success Criteria	Т
Label the equator	
Label the Tropic of Cancer and the Tropic of Capricorn	
Label the North Pole and South Pole	
Label the Northern Hemisphere and the Southern Hemisphere	
Draw a line of longitude in blue	
Draw a line of latitude in red	
Label the UK, Europe, North America and South America.	

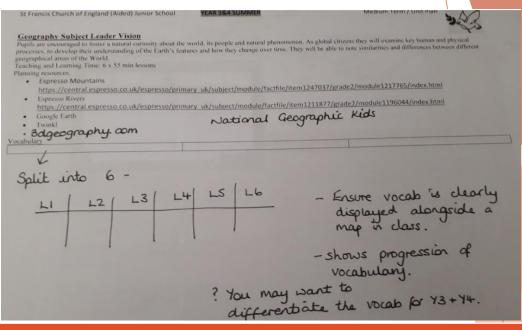
Let's have a look at some of the vocabulary we may come across in this lesson.

culture
terrain
population
urban
rural
tourism
landmarks
region

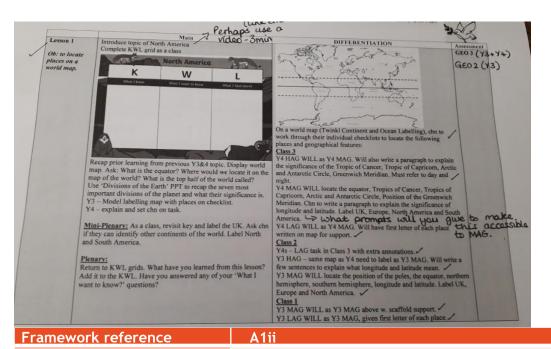


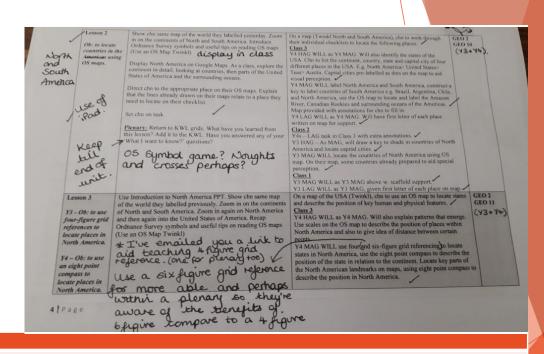
Slide taken from teaching notebook created by year 4 teacher showing vocabulary being taught within a Geographical Enquiry lesson.



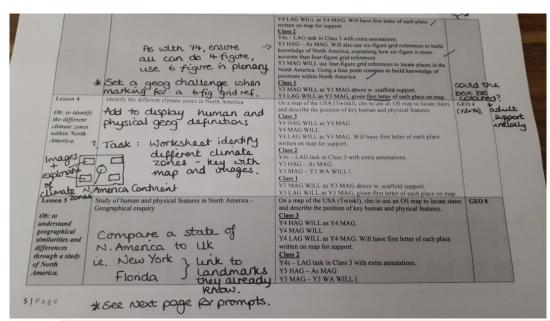


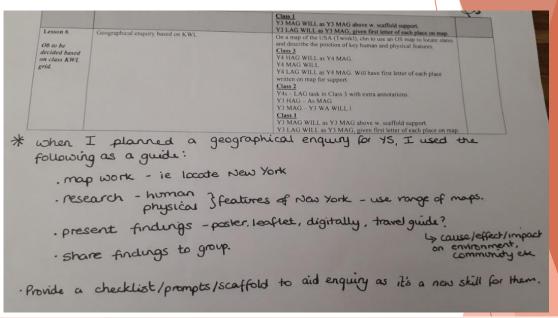
Framework reference	A1ii
Document	Annotated Medium Term Plan
Context	Year 3/4 Geography Summer Term Medium Term Plan – annotated by Subject Leader
Why was this chosen?	After delivering a staff meeting on the new framework for Geography, teachers were provided with the necessary resources to
	construct their Summer Medium Term Plans. They were provided with the skill coverage document (mentioned on slide 9) and
	the lesson structure with assessment breakdown to aid them in the structure/format. This was then submitted to the Subject
	Leader to check and advise prior to the teaching and learning of children.
What does it show that	This shows the way in which the Long Term Plan and progression documents of skills and knowledge feed in and are used to
children know, understand	create a coherent plan for units of work. This shows how teachers are planning for the progression of the lessons and the skill
and can do?	development that they are building within the unit.





Document	Annotated Medium Term Plan
Context	Year 3/4 Geography Summer Term Medium Term Plan – annotated by Subject Leader
Why was this chosen?	After delivering a staff meeting on the new framework for Geography, teachers were provided with the necessary resources to
	construct their Summer Medium Term Plans. They were provided with the skill coverage document (mentioned on slide 9) and
	the lesson structure with assessment breakdown to aid them in the structure/format. This was then submitted to the Subject
	Leader to check and advise prior to the teaching and learning of children.
What does it show that	This shows the way in which staff are adept at providing appropriate and engaging learning experiences for the children in their
children know, understand	classes whilst ensuring adequate challenge, differentiation and support of the learners throughout their lesson.
and can do?	





Framework reference	A1ii			
Document	Annotated Medium Term Plan			
Context	Year 3/4 Geography Summer Term Medium Term Plan – annotated by Subject Leader			
Why was this chosen? After delivering a staff meeting on the new framework for Geography, teachers were provided with the necessary resou				
	construct their Summer Medium Term Plans. They were provided with the skill coverage document (mentioned on slide 9) and			
	the lesson structure with assessment breakdown to aid them in the structure/format. This was then submitted to the Subject			
	Leader to check and advise prior to the teaching and learning of children.			
What does it show that	This shows that staff are adept at ensuring that children can become equipped with the appropriate skills to allow them to be			
children know, understand	'geographers' through an enquiry based lesson. As this is a new skill for children, the concept has been planned and scaffolded			
and can do?	in a way that provides prompt and a framework to enable children to develop those enquiry skills, in the hope that when the			
	children begin Year 5 and Year 6 they have more independence in using these skills.			

St Francis Coff (Aided) Junior School



Medium Term / Unit Plan

Geography Y6 Summer: Natural Disasters

National Curriculum 2014 KS2 Geography

The national curriculum for geography aims to ensure that all pupils

- develop contestual knowledge of the location of globally significant places both terrestrial and marine including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - o collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - o interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- . Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- This will include the location and characteristics of a range of the world's most significant human and physical features
- They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Subject Leader Visions

GEOGRAPHY: Pupils are encouraged to foster a natural curiosity about the world, its people and natural phenomenon. As global citizens they will examine key human and physical processes, to develop their understanding of the Earth's features and how they change over time. They will be able to note similarities and differences between different ecorophical areas of the World.

Teaching and Learning Time: 5 x 55 min lessons

Planning resources:

Vocabulary:

Crust, core, mantle, tectonic, mountain, volcano, earthquake, Richter Scale, formation, Ordinance Survey, contour lines, magma, ash, lava, vibrations, vent, mountain range, houndaries, fault

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Mountains	Mountains	Earthquake	Six figure grid reference	North America
Volcanoes	Formation	Richter Scale	Ordance Survey	San Andreas
Tectonic plates	Block	Devastation	Human	Yellowstone National Park
Boundaries	Dome	Volcanoes	Physical	Hazards

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Medium Term / Unit Plan

Global Crust Mantle Layers	Fold Volcanic Pressure	Danger Divergent Convergent Transform Plate	North America	Settlements Risks Earthquakes Ring of Fire

Objective	Main Teaching	Differentiation	Assessment	Evaluation
LESSON 1 Ob: To discover the location of the world's mountain ranges.	Complete KWL grid as a class to find out what we know and what we want to find out. As a class discuss the difference between a mountain and a volcano – they are formed in the same way but what is the difference? Show children a boiled egg – apart from the slight difference in shape explain crust (shell) mantle (white) and core (yolk) - crack this slightly on the shell to explain tectonic plates. Where in the world are the tectonic plate boundaries? Where are the mountain ranges? Is there a correlation?	TASK: what are they doing? Yellow: Using an Atlas with T support identify mountain regions in the UK and Europe. Green: Using an atlas locate mountain regions of the world in small groups. Blue: in pairs locate mountain regions of the world using an atlas – then use iPads to research tectonic plate boundaries – do they correlate? Pic Collage and paragraph to explain findings beneath. Shared write with yellow.	GEO 1 Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	
LESSONS 2 Ob: To locate mountain regions using OS maps.	Link back to lesson 1 – how are mountain ranges formed? Tectonic plates – look on the map to see where the boundaries of the plates are? What are their names?	TASK: what are they doing? Create a factfile about the formation of mountain ranges.	GEO 1 Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how	

Framework reference

Document

Context

Why was this chosen?

What does it show that children know, understand and can do?

A1ii Annotated Medium Term Plan

Year 6 Geography Summer Term Medium Term Plan – annotated by Subject Leader

After delivering a staff meeting on the new framework for Geography, teachers were provided with the necessary resources to construct their Summer Medium Term Plans. They were provided with the skill coverage document (mentioned on slide 9) and the lesson structure with assessment breakdown to aid them in the structure/format. This was then submitted to the Subject Leader to check and advise prior to the teaching and learning of children. Annotations made in red font by Subject Lead. This shows the way in which the Long Term Plan and progression documents of skills and knowledge feed in and are used to create a coherent plan for units of work. This shows how teachers are planning for the progression of the lessons and the skill development that they are building within the unit.

t Francis <u>CofF</u> (Aided) Ji	unior School Year 6. Symp	D&C	Medium Term / Unit Plan	A)
To explain how mountain regions are formed.	Watch video to show how overlapping can cause new mountain regions to be formed overtime. Provide playdough for children to demonstrate the formation of mountains – small groups EicCollage of different types. How can we identify mountains on an OS map – use class map to show contour lines – closer bars = steeper gradient/higher land. Show samples of mountains taken from OS maps, how do you know which mountain is the tallest? Children can then use this to justify order the mountains from tallest to smallest etc and justify reasons why using geographical language.	Yellow: Shared write as a group – think about key vocabulary. Green: Paired work – include key vocabulary and a labelled diagram of how mountains are formed. Blue: Independently – including key vocabulary, a labelled diagram and an explanation of how an OS map shows mountain us regions. Task 1: Playdough models Task 2: Explanation Task 3: Contour lines with reasoning	some of these aspects have changed over time. GEO 5 Describe and understand key aspects of physical geography, including: rivers, mountains, volcances and earthquakes, and the water cycle.	
LESSON 3 Ob: To discover how volcances are formed. Ob: To explore the relationship between tectonic plates and natural disasters.	Discuss the difference between a mountain and a volcano. The mantle of the earth is made up of semi-molten rock in some areas this becomes so pressurised that it becomes magma – this them escapes through vets in the crust – creating a volcano. Discuss key vocabulary-lava, ash, magma chamber. Link back to a recent case – 2010 Iceland eruption and how this disrupted air travel – show YouTube news report from the time. Label on IWB tectonic plates.	TASK: what are they doing? Children given differentiated questions to answer about volcanoes – this will allow children to use resources of their choice to best answer the questions – iPads, atlas, books, OS maps. Task 1: 3 small diagrams and short explanation of types of earthquake. Task 2: Map of the world showing tectonic plates. key for earthquakes and volcanoes, based on severity? Differentiated by independent research to find the information of the type of	CEO 5 Describe and understand key aspects of physical geography, including: rivers, mountains, volcances and earthquakes, and the water cycle.	

Francis Coff (Aided)	unior School Year <u>6</u> Sum	wet	Medium Term / Unit Plan	3
	What is a volcano? How is a volcano formed? What damage does it cause? (recap from y5) What is an earthquake? Model movement of tectonic plates. Share video of earthquakes are measurement by the Richter scale. Share map of the world, locate areas where earthquakes have occurred and where volcanoes are? Could the children make a key for active/dormant and extinct volcanoes in addition to earthquake sites? Perhaps earthquake sites could have a key to show the severity of the earthquakes? What is the relationship between these natural disasters and the tectonic plates? What might happen if there were to be an earthquake in the sea? Link to Boxing Day Earthquake in Indonesia.	volcano or the score on the Richter scale. Some children might have the information provided on a table. LAG—label the places on the world map, table to label type of volcano or the measurement from the Richter scale rather than in a key form. i.e. volcano ~ location ~ type of volcano earthquake site ~ location ~ Richter Scale		
LESSON 4 Ob: To explore how and why earthquakes occur. Ob: To use six figure grid references.	Explain what causes earthquakes—think back to tectonic plates—why they rub alongside each other this causes a shift in the earth's crust causing vibrations (earthquake). These are measured on a scale to show how powerful they are—The Richter Scale. Show table to explain the different degrees. We are going to locate the sites of some of the more frequent earthquake sites across the globe—this will be using a 6-figure grid reference—model how to do this. Recap the terms longitude and latitude.	Use a key to locate human and physical	GEO 10 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied GEO 11 Use the eight points of a compass, four and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	

Framework
reference
Document
Context
Why was this
chosen?
What does it show
that children know,
understand and can
do?

A1ii

Annotated Medium Term Plan

Year 6 Geography Summer Term Medium Term Plan – annotated by Subject Leader

After delivering a staff meeting on the new framework for Geography, teachers were provided with the necessary resources to construct their Summer Medium Term Plans. They were provided with the skill coverage document (mentioned on slide 9) and the lesson structure with assessment breakdown to aid them in the structure/format. This was then submitted to the Subject Leader to check and advise prior to the teaching and learning of children. This shows that children in Year 6 would apply geographical concepts and be able to explain the significance of these in the wider world. Through some practical experiences and again reinforcing key terminology appropriate to the lesson. It also reinforces the knowledge briefly taught in year 3 and year 4. i.e. they were using four figure grid referencing to locate places in North America and as a plenary explaining the significance of a six figure grid reference in comparison. Then in year 6, children will be actively using six figure grid referencing, therefore building on their mapping skills.

interaction between physical and human processes.

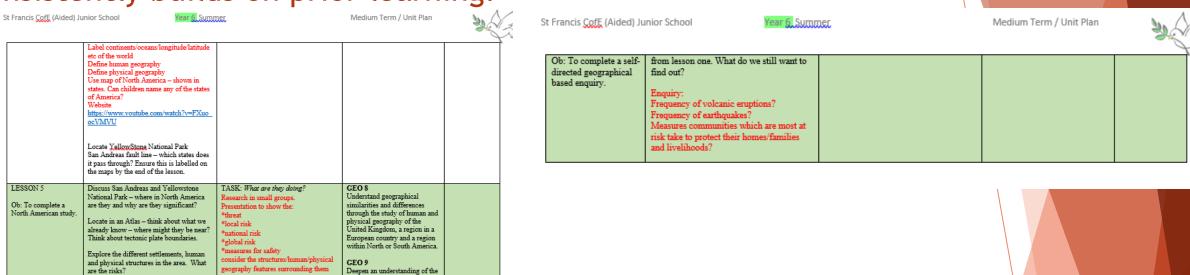
Based on outcome

Work in groups to create a presentation of what they have found out - record this on Seesaw and use a QR code in books. Pic Collage to illustrate. Children plan and carry out the enquiry

in groups using appropriate resources

Children recap what they have learnt

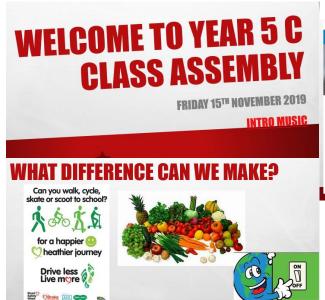
during the unit - look back at KWL grid



Framework reference	A 1ii	
Document	Annotated Medium Term Plan	
Context	Year 6 Geography Summer Term Medium Term Plan – annotated by Subject Leader	
Why was this chosen?	After delivering a staff meeting on the new framework for Geography, teachers were provided with the necessary resources to	
	construct their Summer Medium Term Plans. They were provided with the skill coverage document (mentioned on slide 9) and	
	the lesson structure with assessment breakdown to aid them in the structure/format. This was then submitted to the Subject	
	Leader to check and advise prior to the teaching and learning of children.	
What does it show that	This demonstrates that in year 6 children will take more ownership in applying their geographical skills particularly within an	
children know, understand	enquiry based lesson as they will be given the opportunities and resources to conduct their own investigation, within the criteria	
and can do?	set by the teacher to ensure that the skills and knowledge are relevant.	

A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school

initiatives and community events.











Dear God,

Thank you for the animals that we have. Thank you for those selfless people who work so hard to protect our world. Please help us to protect the world that we live in and save the wildlife, to protect them from being endangered. Let us protect what we have now so that future generations can enjoy the extraordinary world that we take for granted. Help us find ways to protect animals and their habitats. Help us to make these changes before it is too late.

Amen

Framework reference	
Document	Υe
Context	W
	Ge
Why was this chosen?	Tł
	pa
	fo
What does it show that	Tł
children know, understand	fo
and can do?	pr

Year 5 Geography Awareness Week Class Assembly

Whole Class Assembly in which children in year 5 demonstrated to parents/carers and the school community just how Geography is part of our everyday lives, sometimes without us realising.

The class assembly coincided with National Geography Week. The children in year 5 had seen world issues occur and were passionate about the way in which these choices would impact on their lives. As a class discussion about Global Warming, fossil fuels, pollution, wildfires and weather provided a basis for the assembly.

This assembly demonstrated that children knew how Geography impacts the world they live in. They knew that the weather forecast was a way of predicting and tracking environmental factors, that electricity that comes to our home goes through a process, that the consequence of energy use and wastage can have detrimental effects on the planet. They then composed their own prayer and sang a song to reflect on the changes that they felt were necessary for the world they live in. The assembly raised awareness of the overall importance of Geography and the way the world should be respected.

A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school initiatives and

community events.



What we know about Asian Elephants

Framework reference

A1iii

Document

International Themed Week - Year 3/Year 4

Context

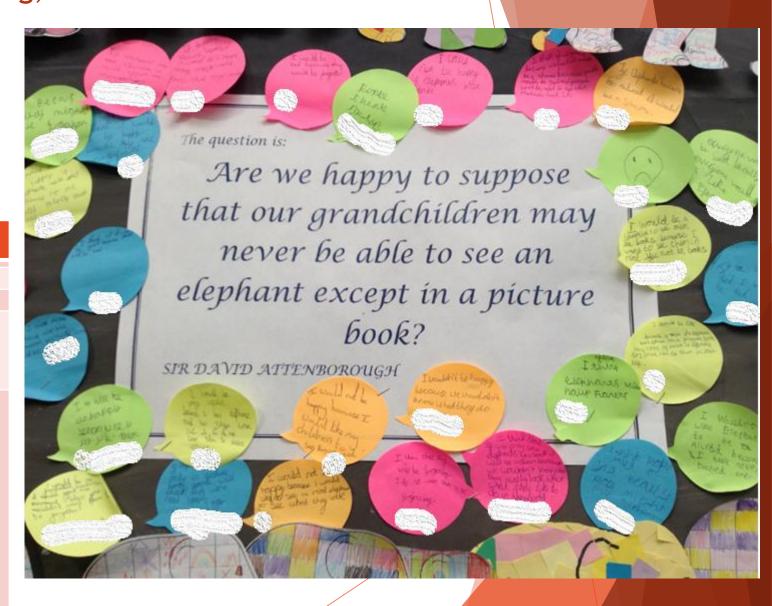
Endangered Animals

Why was this chosen?

As part of international week in school, each year group was given an international issue which they were to research, discuss through Philosophy for Children and to construct a display to show the issue through art.

What does it show that children know, understand and can do?

The children in year 3 and year 4 began by looking at Asian elephants. They researched where they came from and how many there are in the world. They used an elephant template to record what they thought they knew about elephants and what they now know about elephants. They were shown various pictures of Asian elephants. Through the Philosophy discussions, children considered the question proposed by Sir David Attenborough. This enabled children to reflect on the world we live in, and the impact our choices have on innocent wildlife and on the experiences future generations will have.



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'I think that if we only see elephants in a book it will be a shame because we wouldn't know what they really look like and what they like to do in the world'

'I would be so frustrated because it would effect the environment and we wouldn't want them to be forgotten'



'I would be sad because if the elephants were drawn on a picture book they could have drawn it differently and I would not be able to see them in real life'

'I would be ashamed to see them in books, because I would want to see them in real life, not in a book' A1iii) Geography supports a broad, rich curriculum by providing meaningful

contexts for cross-curricular learning, whole school initiatives and

community events.

Homeless - there is never a right time of year to be homeless, but Christmas time is a time for family and celebration. Not everyone has this luxury. Charities such as the Salvation Army, work tirelessly to help those in need.





Organise the questions into first,

Mat might have happened.

19 If would...? second or third strorey questions.

Is it always right that people who find themselves homeless, are homeless because of their own choices?

What causes homelessness?

How do people become homeless?

Where in the world is homelessness such a significant is issue?

What can charities do to help the homeless?

Framework reference	A1iii
Document	International Themed Week - Year 5
Context	Homelessness was the global issue discussed in year 5 – this was developed across other subjects in the National Curriculum
	i.e. RE and writing.
Why was this chosen?	This was a topic provided to both year 5 classes. Using comprehension skills the children unpicked what homelessness meant
	within a range of pictures. They were able to identify the reasons why people may become homeless. They then researched
	the artist Banksy, recreating his artwork to represent homelessness using charcoal.
What does it show that	The children understand the reasons which can lead to a person becoming homeless. They made connections with the local
children know, understand	community, identifying people they were aware of in the local area who were homeless. They understood that offering help to
and can do?	someone who was homeless wasn't as simple ass they first thought. The unit had particular impact with the time of year, in
	that Christmas is a time to spend with family and also the salvation army adverts depicting the cold, winter nights alone on the
	streets.

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A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school initiatives and community events.



A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school initiatives and

community events.



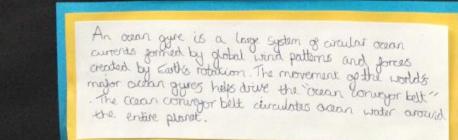
Framework

Mark Libron is a scholar, activest, and adust based in Newscandland. In this work created for an exhibition at the Aachorage Museum entitled Gyre. The plastic Ocean, she promists kitch with a horsh reality. The "souverie" globes are gilled with plastics collected from the Hudson River and the rocks are made of bituminas coal from a closed landfull in Deadhorse Bay, both in south Brooklyn.

Pain Longobardi is a conceptual artist interested in the collision between nature and alabat consumer cutture. She started the Drighes Project in 2006, agter discovering the mountains of plastic debus that was being washed up on thishores on Hawau Bourty, Pilgred is made of over 1000 pieces of Ocean plastic mounted from beaches of Alaska, Greece, Hawau, Costa Rica and the Gulf of Mexico.

Traine Work	
reference	
Document	International Themed Week - Year 6
Context	Plastic Pollution
Why was this	As part of international week, year 6 were studying plastic pollution and its affect
chosen?	on wildlife, environment and the planets future.
What does it	Within a philosophy lesson, the children read the book Frank the Sawfish, which
show that	explained how sea life is becoming at risk and endangered as a result of plastic
children know,	pollution. They discussed key themes of fairness and celebrating our differences.
understand and	They then studied plastic pollution, causes, effects and studied the particular
can do?	issues of its accumulation around the world. They then used art to create a
	display which represented the significance of the issue.





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community events.





Year 6 Display

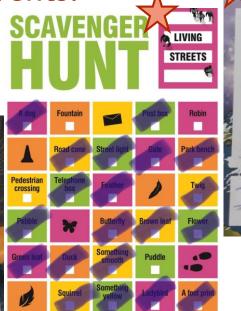
A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school initiatives and community events.

- ▶ Due to COVID-19 Earth Day 2020 was celebrated through home learning activities set on SeeSaw.
- As Subject Lead, the announcement was made for the children by myself with a selection of tasks that could be completed at home. Due to the high level of deprivation in the school catchment, the activities were taken to use minimal resources at home.
 - Draw a map of their nature walk, labelling the wildlife that they see.
 - Make an Earth Day poster
 - Make a poster showing ways we can protect our world from climate change
 - Draw an outline of the world and write their wish for the world inside.
 - · Using items that are in the recycling, can they make a recycled monster
 - · Make a bug hotel
 - Use an empty milk bottle to make a bird box
 - · Complete some gardening with a grown up
 - Make a flower press
 - Make a pom-pom earth
 - Design your own board game about Earth Day perhaps use the concept for Monopoly as a starting point and link to planet Earth and the ways in which we take care of/harm our planet
 - Research plastic pollution and it's affect on the environment and the endangered animals
 - · Make Earth Day toast using a biscuit cutter and blue and green food colouring
 - Use objects gathered from your daily walk to create some art

A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school

initiatives and community events.



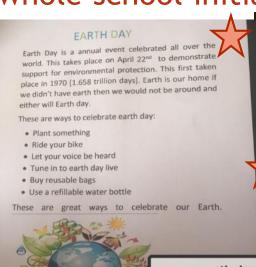






Framework reference	A1iii	
Document	Earth Day Year 3 and Year 4 April 2020	
Context	As part of home learning the children in year 3 and year 4 were set a range of tasks to celebrate Earth Day.	
Why was this chosen?	The tasks provide children with a range of geographical skills that have been taught and then applied through home learning.	
	Children have used digital devices to map their route of their daily walk, used keys to locate key features of their daily walk and	
	have used the scavenger hunt activity to identify key human and physical geographical features that they may be able to locate	
	on their daily walks.	
What does it show that	This demonstrates the children's understanding of human and physical geographical features, use of digital devices for mapping	
children know, understand	and the appropriateness of using a key to assist in identifying key elements of the local area. Within the wider world, the	
and can do?	children in year 3 and year 4 have thought about the importance of recycling and ways in which they can protect the	
	environment by creating their own mini world, wishes for the earth, recycled monsters and a bug hotel.	

A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school initiatives and community events.



WHAT IS EARTH DAY?

- Earth Day was created to make people aware of the Earth's environment and to make people appreciate what we have on Earth.
- It is on April 22nd and is celebrated by over 175 countries in the world.
- The first Earth Day was in 1970.
- It was made by US Senator Gaylord Nelson to teach children in schools.



DID YOU KNOW?

· Earth Day is the largest celebrated

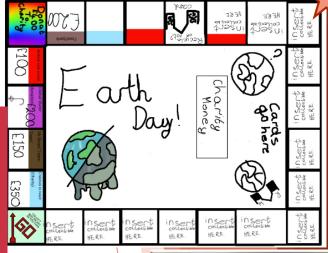
environmental event in the world.

Some people celebrate Earth Day by picking

up rubbish, cleaning banks and rivers, and making sure parks and beaches are free from













Framework reference

DocumentContext

Why was this chosen?

What does it show that children know, understand and can do?

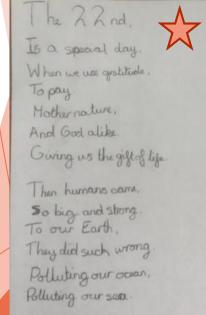
A1iii

Earth Day Year 5 and Year 6 April 2020

As part of home learning the children in year 5 and year 6 were encouraged to complete a range of tasks, as well as some of their own that they thought fitted the concept.

Children thought about the ways we can protect the earth and ways we as a nation damage the environment and used this concept to make a board game, based on that of monopoly. Children in year 5 and year 6 have made art using items they collected from their daily walks and used this as a means of passing on something positive to the communities around them. They researched the concept of Earth Day explaining its significance and the ways in which the occasion has been marked in the past. The poem clearly shows the impact of climate change and that of the actions of the human race.

The range of tasks completed show that the children have the skills to develop some geographical enquiry, present their finding s and use their research to develop their own opinions, which they can express clearly through a range of mediums. The tasks also show that children are able to see and appreciate the geography that is around them and their responsibilities as a global citizen.



Ignored you and me

They did cause

Because Climate change

The ones promoting this cause

A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school initiatives and community events.

In response to: Earth Day Collective Worship Some things I can do to help the environment: - Switch off plug sockets when not in use. - Walk to places, whenever possible. - Try to embrace the outdoors and leave devices alone.



In response to: Earth Day Collective Worship

I don't litter I put my rubbish in the bin.

We recycle what ever we can.

I walk a every were I go or sometimes ride a scooter or a bike.



The three things I
would change to do
my bit about the
environment is: litter
picking, recycling
and not use
electricity so much.

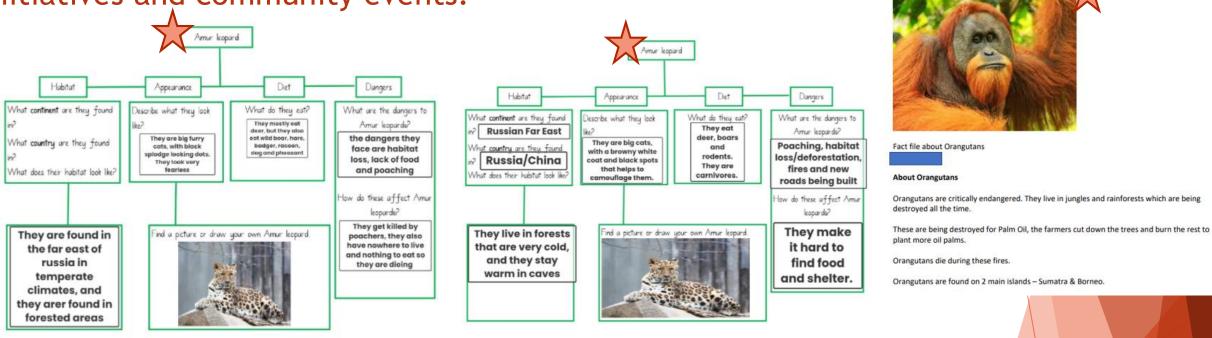
In response to: Earth Day Collective Worship

Three things I could do to change the environment is unplug my plugs when I'm not using them, I could also not leave lights on in my bedroom when I'm not in it and last of all I could use different bags such as not plastic bags.

Framework reference	A1iii
Document	Earth Day 2021 Collective Worship
Context	To begin Earth Day, a collective worship was recorded and shared with children in school and those working remotely.
Why was this chosen?	Children reflected within the collective worship, identifying ways that they could change their actions for the environment.
	They were encouraged to think about their own lives and small changes they could make, which they would be responsible for.
What does it show that	From this it is clear that children understand ways in which they can protect the environment. Through the collective worship,
children know, understand	children were able to understand the theme for Earth Day and the key terminology which would be used throughout the day's
and can do?	events. The children understood what causes harm to the environment and provide solutions – some of which would be
	suitable changes for them to make themselves.

A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school

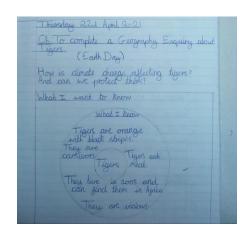
initiatives and community events.

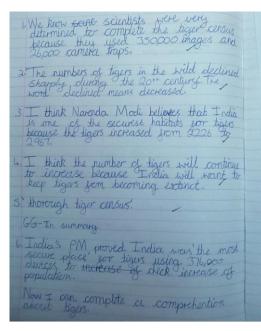


Framework reference	A1iii
Document	Earth Day Year 3 and Year 4 April 2021 through remote learning
Context	Children working from home, completed a geographical enquiry. Using the orangutan, rhino or the Amur Leopard, children gathered their research and findings.
Why was this chosen?	Children used their independent research skills and the key questions to support them in gathering the information needed. Children were then able to present their finding.
What does it show that	As the concept of a geographical enquiry is fairly new to the children in LKS2, children were supported in their enquiry through
children know, understand	a framework to use. Children were then encouraged to present their finding and complete other tasks linked to Earth Day.
and can do?	From this process, it is clear that children are becoming more confident in their research skills and can present their findings.
	In the future, children will look at the statistical information and apply this element within a geographical enquiry.

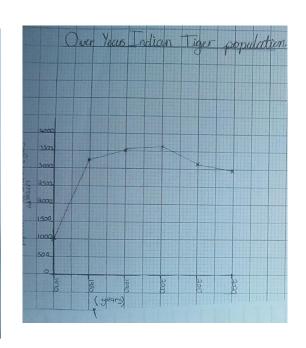
A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school

initiatives and community events.





ownership within the enquiry process.





45% of Tigers die each year. 37% of those are poached.

We need to save the Tigers!

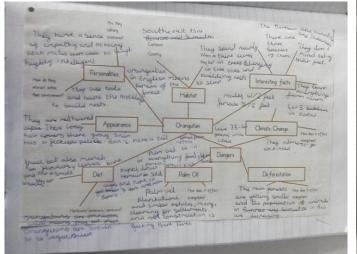
used for traditional medicine and folk

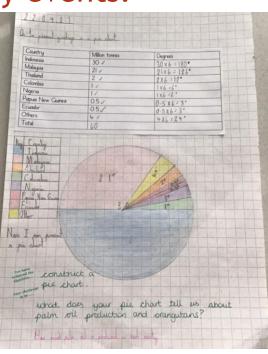
How can we save the Tigers?

	Sand water the tight of tight of tight of the tight of tig
Framework reference	A1iii
Document	Earth Day Year 5 April 2021
Context	As part of Earth Day 2021, the each class was allocated an endangered animal and global issue linking to the animal. Each
	class conducted their own enquiry in which they applied their English skills, maths skills, computing skills, speaking and
	listening skills, along with their philosophical skills.
Why was this chosen?	Year 5 worked in 2 groups. They focused on the Tiger and conducted an enquiry based on 'How does poaching and climate
	change affect the population of the Tiger?'
What does it show that	Through the enquiry, SEND children were supported to conduct their enquiry and present their findings within a video.
children know, understand	Children who worked in class, supported by the class teacher demonstrates the skills and understanding of a geographical
and can do?	enquiry. This activity showed that children were able to conduct their enquiry from a question and were able to take some

A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school

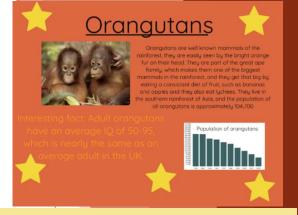
initiatives and community events.





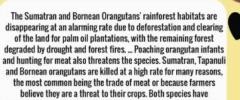
Orangutans

Orangutans are exellent and ilteligent creatures, that have 85 % the same DNA as a human. They aslo play a vital role in seed dispersal and in maintaining the health of the forest ecosystem, which is important for people and a host of other animals, including tigers, Asian elephants and rhinos. Orangutans are the only primarily arboreal great ape and are the largest tree living mammal in the world. To find out more intresting facts about theese fluffy-red mammals please read more.

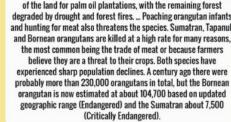




Why are theese creatures endanged??









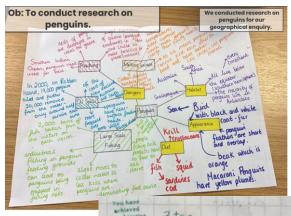
Framework reference	A1iii
Document	Earth Day Year 6 April 2021
Context	As part of Earth Day, one year 6 class researched about the impact deforestation and production of palm oil is
	having on the Orangutan
Why was this chosen?	Children conducted their own enquiry explaining why Orangutans are becoming endangered. Using statistical
	information provided, children constructed a pie chart to show how much palm oil is produced in the world.
	They were then able to see the impact palm oil production and deforestation had on the creatures.
What does it show that	This was a geographical enquiry conducted across the school day. The process showed children how Geography
children know, understand	can fit into other curriculum areas. The children conducted their own research about Orangutans and identified
and can do?	the dangers they faced. The children constructed the pie chart, with some prompts on the mathematical skills,
	but were able to present and explain the significance of the results when collating all of the information to
	answer the enquiry question.

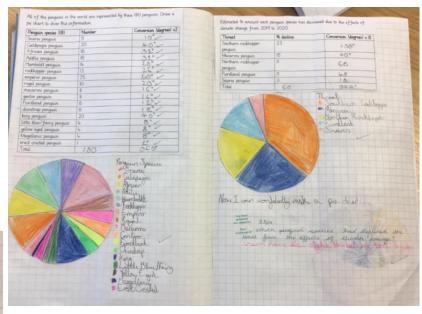


A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school

initiatives and community events.

which penguin species





A1iii Framework reference Earth Day Year 6 April 2021 **Document** As part of Earth Day, one year 6 class researched the key issue of polar ice caps melting, oil spills and Context the affect this has on the penguin. Why was this chosen? The children began the day with a collective worship to introduce the theme of Earth Day 2021. One of the year 6 classes researched the different types of penguins and recorded through a mind map the information they collated. Using some data provided, the children then constructed pie charts to show the species of penguins and the percentage decline of the different breeds. This task shows that children were confident in conducting an enquiry when provided with a What does it show that framework. The information is presented clearly and is clearly understood through the challenge and children know, understand response from the marking. and can do?

Enquiry question: How are penguins affected by climate change?

Penguins are a black and white sea bird that has fur and feathers. Around 95% of penguins live in Antarctica, which is on the southern hemisphere of the world. Their diet consists of fish, squid and krill; they are avid fishermen (who can swim extremely well).





Data Collection and Analysis:

From researching into penguins, it was found that the melting ice caps contributed to around half of the overall reason as to why penguin populations were declining all over the world. Melissa Mayntz from 'The Spruce' identified over 8 different threats to penguins. Around 60 penguins in every 300 starve due to overfishing and being caught and drowned in fishing nets.

Dangers to Penguins

Poachina

Penguin nests are destroyed mainly in Peru and Chille as these countries value a substance known as guano (penguin excrement). These places collect the penguin excrement from nests – as penguins use it as a kind of glue to hold nests together – to make fertiliser for plants. In the Southern Indian Ocenn, penguin meat is also used as bait to attract fish.

Oil spills

In the year 2000, Robben Island experienced a devastating oil spill, with around 19,000 penguines oiled and a further 20,000 removed from the oil infested water. Unfortunately, only around half survived this dreadful pollution. The oil is mainly accidentally spilled off the coast of New Zealand and Australia. The research shows that this happens frequently: at least once per year.

Melting Ice caps

Penguins are affected by the changing temperatures in the oceans and the global warming of the polar regions. The earth has been heated by 1 degree and as a result the warmer temperatures alter currents, which make penguins change their fishing habits. In addition, less icebergs mean that penguins cannot find each other to mate, resulting in fewer chicks being born each year.

Enquiry Answer:

lo answer the question: 'How are penguins affected by climate change?', the data, research and information collected needs to be considered. There are a number of threats facing penguins today and some of these are human factors (over fishing and pollution from oil spilis) whereas others are a result of the changing climate (fewer krill sources for penguins to eat). Therefore, it can be said that penguins are in decline due to climate change, much of which had been a result of human impact on our oceans. Penguins are one step away from becoming endangered and a large proportion of penguins are of a concern or classed as vulnerable worldwide.



How to protect penguins:

To help penguins, people can reduce the amount of seafood they eat and only eat seafood from well-managed sources and sustainable fisheries. Reducing the amount of plastic purchased would also reduce the pollution and risks to penguins.



A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school initiatives and community events.

Framework reference	A1iii
Document	Earth Day April 2021
Context	As part of Earth Day, children demonstrated their geographical skills within a range of activities.
Why was this chosen?	This event has enabled the children and staff to experience cross-curricular links within Geography and has provided the children with a greater awareness of how their choices can have a great impact on the world that they live in.
What does it show that children know, understand and can do?	Children came to school wearing something green or with an animal print and brought in a money donation. The money was collated and as a school an endangered animal has been adopted. From the range of activities provided remotely and within school, children have also taken it upon themselves to adopt an endangered animal themselves and has enabled them to reflect on their roles and impact on global issues.



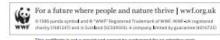
THANK YOU

St Francis CE Junior School

You're helping WWF to protect the future of wild elephants and to tackle some of the biggest environmental challenges facing our natural world today. Thank you.



Paul De Ornellas Chief Adviser – Wildlife, WWF-UK









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THANK YOU

You're helping WWF to protect the future of orangutans and to tackle some of the biggest environmental challenges facing our natural world today. Thank you.



Paul De Ornellas Chief Adviser – Wildlife, WWF-UK A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school initiatives and community events.

Endangered species day Elephant fact file

Name: Elephant Asian Elephant Picture:

Picture:

Main

Elephant Asian Elephant

Elephant are mandad and their hope in their hope had been also been also

■ Teacher Fantastic work It is lovely to see how many facts you have gathered and how neatly you have presented your work:) How is an African elephant different to an Asian elephant?

Child You can tell the difference between an African elephant and an Asian elephant by their ears as they both have different shape ears. An African elephant's ears are in the shape of Africa and an Asian elephants have small round ears

- Left, fact file on endangered elephants.
- Above, Seesaw comments made between staff and pupil

Endangered animals.

This presentation will show you the shocking truth about the horrible state that our world is in and how every single one of us helps killing your favourite animals.

The Amur leopard



 The Amur leopard is endangered because of there snowy, cold, melting habitat and how people have been illegally poaching these animals for there fur.

The turtles



Turtles have been endangered for along time now because of pollution. Leather back turtles are even more in risk because people kill them for there shells to make material.

PowerPoint created by a year 5 pupil about the impact we have on endangered animals.

Pandas



 To be honest we have been doing this since 1966. We have been chopping down the forests and that's why these pandas have no home. At first we thought it was all a ioke but it Isn't.

Javan rhinos



 Javan rhinos are incredibly endangered because of poaching for there horns because of how serious this went there are only 58 to 68 left in the world living in Ujung Kulon park

Framework reference

Document

Context

Why was this chosen?

What does it show that children know, understand and can do?

A1iii

Endangered Species Day (2020 during remote learning)

A range of activities were set using SeeSaw to enable children to research and gain a deeper understanding about Endangered animals.

This enabled children to have a greater awareness of the impact humans are having on the environment and innocent creatures. Children used a range of methods to research endangered animals and considered the ways in which they represented their findings. Some engaging in discussion and research with their grown ups at home.

Children have presented the facts from their independent enquiries. Staff were able to respond to children's work using seesaw. The child who composed a fact file based on Asian Elephants then used her understanding of the information to explain the difference between two species, therefore deepening her understanding of endangered animals.

A1iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross-curricular learning, whole school initiatives and community events.

Almost finished...

Children in Year 3.

using Lego to

create their own

zoo for endangered

animals.

During home learning, the children throughout KS2 completed a range of activities and research on endangered animals.



Endangered Animal - Tiger

- 1. Tigers are hunted by people
- 2. Tigers are 5the biggest wild cat
- 3. Tigers only eat meat
- 4. Tigers look for food in the night
- 5. A Tiger roar is very loud
- 6. Tigers can run very fast
- 7. All tigers have diferent strips
- 8. Tigers live to about 20year
- 9. they are good swimmers
- 10. Tigers are very big and heavy



Endangered
species day
Tiger acrostic
poem

Too many people are possibility
and harming ligers.

In Asia, ligers are found
cold plaas.

Getting possibled for no rea

Every year, more than 100 tig
are killed.

Running from the possibles.

Stop polluting them.

Snow heapards

Smooth is its coats

Nepal is their home

Out of sight,

With dangerous might,

Lying in hait.

Ever Natching for bait.

Over the hills.

Pourcing on the ill.

After night.

Plaget in the right.

A1iv) There are clearly shared high and age related expectations for what all pupils will know and be able to do with their geographical knowledge and skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Ancient Egypt Durham Oriental Museum	UK Settlements Newton Aydiffel Middinger/Duffern River study— compare to the Nile Bum/#liver/Wear	Italy Europe study	Roman Empire	Greece Europe Study	Ancient Greeks
Year 4	UK—settlements and land use Newton Aycliffe (urban)/ Middridge (rural)	Anglo-Saxons	Vikings Jorvik	UK—Water works with York as a study	North America	Aztec Civilisation
Year 5	Middle Ages	UK—coastal RedcanSatburn	South America Study	Explorers Captain Cook Birthplace Museum	Local area study: Natural resources—mining	Industrial Revolution
Year 6	UK and Europe (Russia)	WWII	UK Natural Resource Industry	Tudors Durham Oriental Museum	UK/Europe Mountains and earthquakes	Stone Age to Iron Age Hancook museum

Due to lockdowns and government restrictions, educational visits have not gone ahead in the year 2020-21.

Framework refe	erence	A1iv
Document		Geography skills progression and Long Term Plan
Context		Long Term Planning and Geography skills development.
Why was this ch	hosen?	The long term plan demonstrates that Geography is taught from the local area, branching out to the UK, then to other key continents of the world.
		The locations which form the key study correspond to history units to ensure children have the breadth of knowledge and that they are able to
		build a whole geographical image and historical understanding too.
		As previously mentioned, the Rising Stars Framework, follows 13 key geographical skills which have been broken down into year groups to show
		the clear progression and skill development.
What does it sh	now that	This shows that by the end of year 6, each child will have a deep understanding of the human and physical geographical features of their local
children know,		area, the UK, regions within Europe including Greece and Italy, states within North America, South America and Russia. They will also understand
understand and	d can	what it takes to be a globally responsible citizen through a range of activities and key events such as Geography Awareness Week, Earth Day, etc,
do?		as well as appreciate their local environment.

A1iv) There are clearly shared high and age related expectations for what all pupils will know and be able to do with their geographical knowledge and skills.

Term Plan (Appendix A1ii) Context Identifies the geographical concepts and the progression f the concepts cross key stage 2. Why was this chosen? This planning structure for Geography skill 5 demonstrates a clear progression in skills and development across all year groups in key stage 2, showing the progression and the prior knowledge needed in order to make the connections. What does it show that progress and to develop at a pace in which is appropriate for their age and their individual needs. The planning structure enables teacher to suitably plan and prepare activities which will support all learners, while understanding there part within the wider context of the geography curriculum, and identifying possible links with other geography strands of learning. The prior knowledge will enable children and staff to see the knowledge that should have come before the teaching lesson within the sequence and to allow support	reference	
the progression f the concepts cross key stage 2. Why was this chosen? This planning structure for Geography skill 5 demonstrates a clear progression in skills and development across all year groups in key stage 2, showing the progression and the prior knowledge needed in order to make the connections. What does it show that children is appropriate for their age and their individual needs. The planning structure enables teacher to suitably plan and prepare activities which will support all learners, while understanding there part within the wider context of the geography curriculum, and identifying possible links with other geography strands of learning. The prior knowledge will enable children and staff to see the knowledge that should have come before the teaching lesson	Document	
chosen? 5 demonstrates a clear progression in skills and development across all year groups in key stage 2, showing the progression and the prior knowledge needed in order to make the connections. What does it show that children is appropriate for their age and their individual needs. The planning structure enables teacher to suitably plan and prepare activities which will support all learners, while understanding there part within the wider context of the geography curriculum, and identifying possible links with other geography strands of learning. The prior knowledge will enable children and staff to see the knowledge that should have come before the teaching lesson	Context	the progression f the concepts cross key
show that children is appropriate for their age and their individual needs. The planning structure enables teacher to suitably plan and prepare activities which will support all learners, while understanding there part within the wider context of the geography curriculum, and identifying possible links with other geography strands of learning. The prior knowledge will enable children and staff to see the knowledge that should have come before the teaching lesson	•	5 demonstrates a clear progression in skills and development across all year groups in key stage 2, showing the progression and the prior knowledge needed in order to make the connections.
curriculum, and identifying possible links with other geography strands of learning. The prior knowledge will enable children and staff to see the knowledge that should have come before the teaching lesson	show that children know, understand	progress and to develop at a pace in which is appropriate for their age and their individual needs. The planning structure enables teacher to suitably plan and prepare activities which will support all learners, while understanding there part
to be put in place to build on these skills.		curriculum, and identifying possible links with other geography strands of learning. The prior knowledge will enable children and staff to see the knowledge that should have come before the teaching lesson within the sequence and to allow support

Production of the Control of the Con						
			GEO	GRAPHY 5		
		Workin	ng At	Great	er Depth	Geographical study
Prior knowledge	Yr	Objective	Task	Objective	Task	Evidence with PicCollage and notes from experience— in Geography Evidence file
KS1 Prior:	3	Describe the physical features of a river. Describe a river environment. (GEO 1—local study)	Using pictures from the local area—annotate and explain the environment and features using appropriate geographical terminology.	As WA AND Describe how the river environment changes over time and identify river environments within the UK.	Paragraph explaining the effect of human and physical factors have on the river and the environment. GEOGRAPHICAL ENQUIRY—compare to another river in the UK i.e. Tyne/Tees	Images of the Burn and evidence of damage on the river environment.
River	4	Describe and sequence the water cycle linking these ideas to the river environment.	Annotated diagram of the water cycle, with an explanation using key geographical terms for the water cycle and for the river environment.	As WA AND Describe and explain the effects on the local environment, linking to the local area study of Tees Barrage.	Use appropriate language to describe the water cycle and explain in detail how this affects the river environment. Making some links to their local study of Tees Barrage and reservoirs.	
1						
River Water Cycle South America— identify the countries.	5	Describe physical processes and their resulting landscape features focusing on volcanoes. South America—Volcanoes in Chile, Ecuador, Peru. Use of Ordance survey maps	Annotate diagram of the volcano— explain how the process affects the environment. Map of the world showing tectonic plates and locating them around the world.	As WA AND Describe how volcanoes affect the landscape features using maps. Ordnance survey maps and contour lines to show the elevation of the volcano.	Explain the affect volcanoes have on the land. Using appropriate terminology.	
River Water Cycle Contour lines Map showing tectonic plates and volcanoes	6	Recap volcanoes—where in the world they are found, and tectonic plates. Explain how a mountain region is formed. Explain how mountain formation can cause earthquakes. Show relationship between mountains and earthquakes. Block and dome mountains.	Using play dough to model how mountains are formed. Annotate mountain regions in the world using map with labels—Barrier to learning spacial perception. Explain how physical features such as mountains can cause earthquakes. Annotate key areas where earthquakes occur around the world.	As WA AND Explain how fold mountain regions are formed.	Paragraph explaining formation of fold mountains using geographical terminology.	

A2 Implementation: How is the geography curriculum delivered and assessed to meet the needs of pupils?

A2i) Geography teaching is highly effective, adapts to pupils' needs and applies the intent described in Section A1. It promotes appropriate discussion about the subject matter, stimulates curiosity and makes learning memorable.

Even though so many people stand up verbally and say that they would like to make a change to the environment, there are many people who just say the words and follow through with actions.

Year 6



12th October 2020 What's going on this week?

Anyone can help protect the environment and do their bit, it is not just for the young people as it is an issue that will affect future generations to come.

Year 6



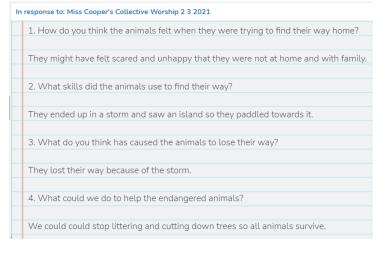
To be responsible global citizens, we should all play our part in protecting the environment. We can do this through saving electricity, recycling materials and picking up litter.

Year 6

Framework reference	A2i
Document	Picture News
Context	As a school, we have purchased the Picture News resources, where key global issues, political ideas and themes are discussion within a caring and collaborative environment, to promote the natural curiosity and questioning of the world in which the children live in.
Why was this chosen?	Some questions have a greater geographical focus, however all questions focus on a key global issue or big idea that has been shared within the regional or national news that the children will have experienced.
What does it show that children know, understand and can do?	This shows that children are able to apply their philosophical thinking and apply their knowledge and understanding to key geographical issues which arise world-wide. This reinforces the children as global citizens.

A2i) Geography teaching is highly effective, adapts to pupils' needs and applies the intent described in Section A1. It promotes appropriate discussion about the subject matter, stimulates curiosity and makes learning memorable.





I think the animals felt terrified as they did not know if they
would ever see their home again.
The animals used determination and courage so that they could
find their way home.
I think that us humans have destroyed their home as we
expanded our homes and cut trees and caused climate change.
We could plant more trees, stop expanding our cities and stop
causing climate. (2) (2) (2)

Framework reference	A2i
Document	Collective Worship from Remote Learning Spring 2021
Context	Due to COVID lockdown in Spring 2021, children were provided with pre-recorded collective worships.
Why was this chosen?	This shows that children are experiencing geographical ideas which are relevant within the current climate and
	are discussed across the curriculum and not just in the geography lessons.
What does it show that children know,	The story was read and discussed through a pre-recorded collective worship and questions were provided to
understand and can do?	facilitate discussion with children and within their households. Through the responses, the children have shown
	that they can apply their comprehension skills within a geographical context and consider the wider impact of the
	themes and ideas that are explored, considering their actions and the affect their choices have on the wider
	world.

A2ii) The curriculum is relevant and authentic, enabling pupils to draw on everyday experiences as well as their own interests and talents to make sense of geographical processes, patterns and interconnections.



artifacts are safe

Each morning, children who attend Breakfast Club watch Newsround. They then are given opportunities to reflect on what they have heard or read in the news or the things that they have heard outside of school. As we are a Church of England school, the Christian ethos is embedded through this process.

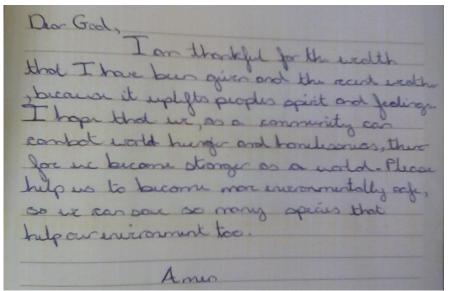


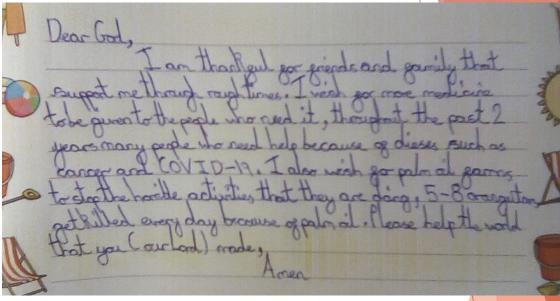
I think that it is important to learn about the world, because then we use this knowledge in Geography lessons. Year 6



I think that the news and CBBC Newsround teaches children about what is going on in the world. It is nice to hear about different countries and their situations. Year 5

A2ii) The curriculum is relevant and authentic, enabling pupils to draw on everyday experiences as well as their own interests and talents to make sense of geographical processes, patterns and interconnections.

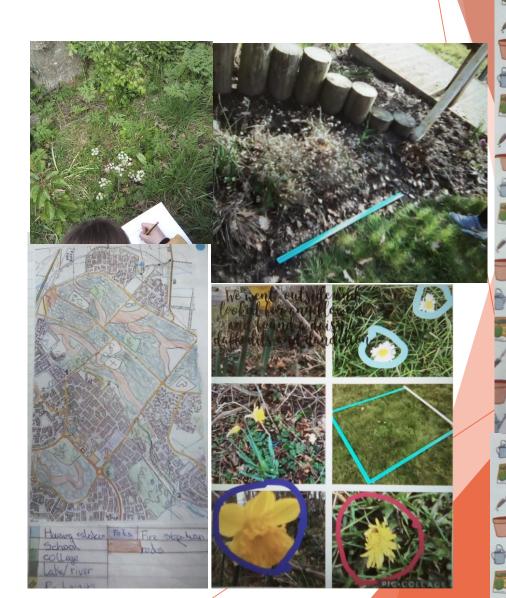




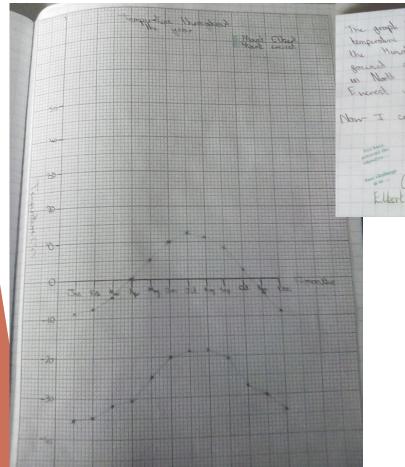
Framework reference	A2ii
Document	Breakfast Club Newsround
Context	Each morning, children attend breakfast club and watch Newsround. They are given the chance to discuss,
	explore and reflect on global issues which are reported and discuss events which they have seen/read themselves
	in a safe and questioning environment.
Why was this chosen?	This is chosen because it shows that children are thinking about other communities world-wide. It allows children
	to apply their own knowledge, particularly in recent events of volcanic eruptions, as year 5 and 6 children were
	able to apply their geographical understanding in explaining how and why this happened.
What does it show that children know,	As we are a Church of England school, children embed the Christian Values through written prayers which are
understand and can do?	completed termly in all year groups reflecting on the global issues of the world and asking God for support and
	assistance to make the world a better place.

A2iii) Regular planned fieldwork opportunities utilising the school grounds, local areas and wider environment is conducted as an essential part of the quality geographical learning.

Framework	A2iii
reference	
Document	Evidence of fieldwork conducted on the school
	grounds.
Context	Due to COVID-19 restrictions, children were unable
	to conduct a geographical enquiry outside of the
	school grounds. As part of the non-fiction writing
	unit, the children conducted an enquiry based on the
	plants, wildlife and nature that could be found in the
	school grounds
Why was this	Shows the geographical enquiry process. Children
chosen?	devised a question, composed a method, conducted
	the enquiry, gathered their findings, presented and
	evaluated their results in pairs.
What does it	Throughout this academic year, children have been
show that	introduced to geographical enquiry activities, where
children	they have conducted them guided, in pairs and then
know,	independently. This task was conducted in pairs and
understand	shows a greater understanding and confidence in the
and can do?	enquiry process.



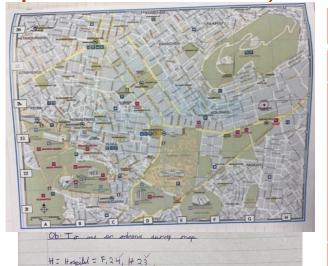
A2iv) Pupils are given frequent and repeated opportunities to: observe, collect, measure, record, analyse, communicate and reflect on geographical information in a variety of ways, including through maps, images, numerical and quantitative skills, debating and writing at length.



1	graph that has been should show the among
P	imperative Co Margaret Man Emile W
	Not America. The highest temperature of Mand werest note -18°C and the larvest is -3°C.
No	~ I can down a line groph
	You plotted your line graph well
	Compare the temperature, in January, on M. Elbert and Mount Eberest
	Elbert and Mount Elerest

Framework reference	A2iv
Document	Graph work from geographical enquiry
Context	During Year 6 statistics maths unit, children constructed line graphs based on their geography topic of mountain and earthquakes. The children studied the average temperature at the peak of mountain ranges.
Why was this chosen?	Demonstrates the cross-curricular links between geography and maths. Children present numerical information in the form of graphs for them to analyse and interpret.
What does it show that children know, understand and can do?	This shows that children can gather data from digital sources, use the numerical values to construct a line graph and use their geographical skills to analyse and interpret the information gathered.

A2iv) Pupils are given frequent and repeated opportunities to: observe, collect, measure, record, analyse, communicate and reflect on geographical information in a variety of ways, including through maps, images, numerical and quantitative skills, debating and writing at length.



> Year 4

RP= Parking = G 25 C24

M=Musarian = D24, H33 LY = Restaurt = D23, E22 = University = D24, A26

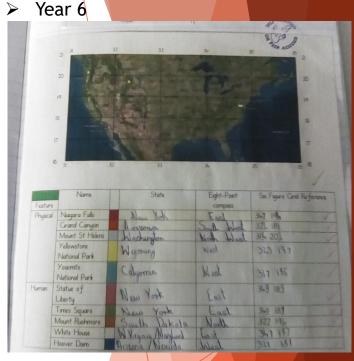
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n would pass a restraint (22.

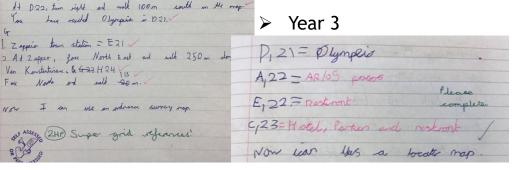
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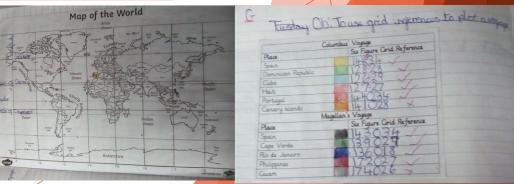
Van Konstantinan & G 23 H 24 VIII

Framework reference	A2iv
Document	Evidence of grid referencing showing progression through school
Context	Year 3/4 were studying Greece and used maps to locate human and physical geographical features. Year 5 children worked independently to complete a map with six figure grid referencing showing the journey taken by Magellan and Columbus within their explorers topic. Year 6 children learnt about the states of North America and used six figure grid referencing to locate human and physical features of USA. This was revised in Y6 due to March lockdown.
Why was this chosen?	Shows progression of skills and understanding of map skills
What does it	This shows that children are developing their maps skills
show that	throughout school and are using a range of maps to show the
children know,	information.
understand and	
can do?	



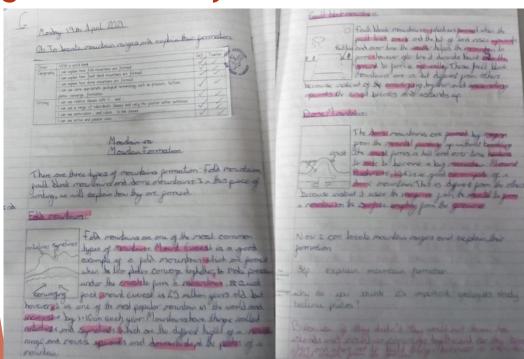
> Year 5





A2v) Assessment practices both inform teaching and check understanding, knowledge fluency and progression, offering clear, direct feedback and personalised levels of challenge related to the geography objectives and not

generic literacy skills.

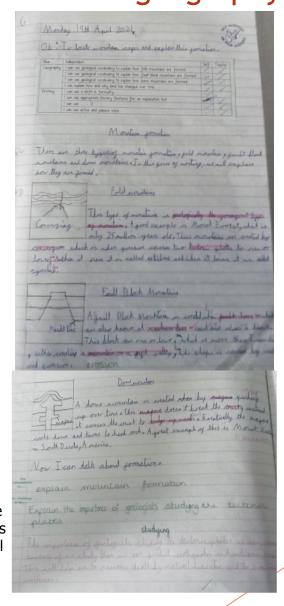


Why do you think it's important geologists study tectonic plates?

Because if they didn't, they would not know how islands and countries converge together, so they would not know what and where to build things.

Explain the importance of geologists studying tectonic plates.

They are important because if we study them we can learn how to predict future earthquakes and volcanic eruptions. This will help to minimise deaths from natural disasters and to protect civilisations.

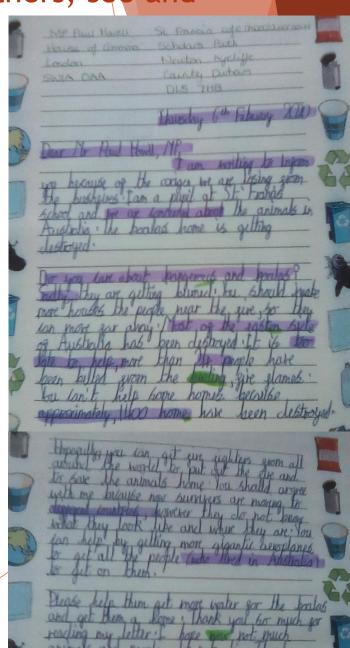


C3 alla lloc
A2v
Self assessment and challenges completed from a geographical explanation text on mountain formation.
The lesson was broken down into 4 sections. The lesson began with recapping the tectonic plates. Children then learnt about fold, dome and fault-block mountains. They watched videos simulating the formation and through play-dough recreated the mountain formations. Children then used word banks and subheadings to assist them in structuring their text. Shows self assessment, children responding to challenges and the writing/geography
skills being embedded in a detailed explanation text.
Children use pink highlighter to self assess against both writing skills and geographical skills. The checklist provided is separated into writing targets for their writing group along with geographical targets based on the explanation, cause, effect and use of geographical terminology to explain specifically the process which occur for the mountains to form.

A3 Impact: Do pupil outcomes demonstrate the fluent use and application of the intended geographical knowledge and skills?

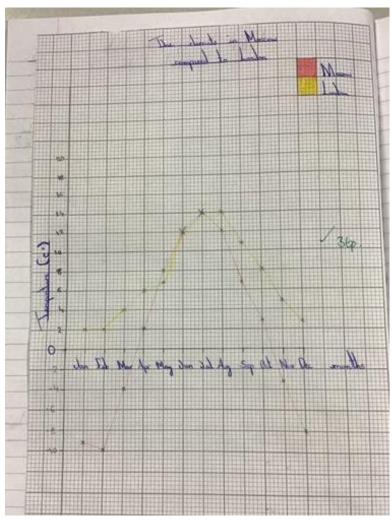
A3i) Pupils have good core knowledge, for example of places and what they are like, they are able to make sense of the way they, and others, see and connect places, people, processes and environments.

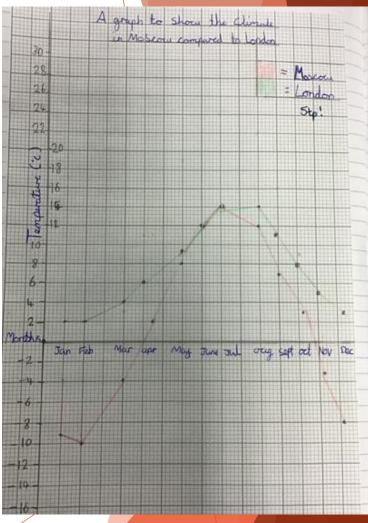
Framework reference	A3i
Document	Children in year 5 (2020) explored the concept of plastic pollution and the effect this has on the environment and living organisms.
Context	Children learnt about the different environmental issues, and felt so passionate about the decisions we make that harm our environment. The children decided they would compose a persuasive formal letter to be sent to the local MP.
Why was this chosen?	This shows that children are applying the geographical processes and environmental issues to a range of subjects and to discussions. The children composed their letters and these were used as a levelled piece of writing.
What does it show that children know, understand and can do?	This letter shows that writing skills such as persuasion and UKS2 grammar requirements being applied within the geography written topic. The children have shown that they are able to explain, explore and discuss geographical concepts within a genre of writing using the appropriate geographical terminology.



A3ii) There is evidence of pupils employing geographical skills sets such as enquiry, mapping, graphicacy and vocabulary, often enhanced by digital technologies.

Framework	A3ii
reference	
Document	Evidence of a Geographical enquiry
Context	Within the unit of Russia, year 6 children
	conducted an enquiry based on the
	climate of London compared to Moscow
Why was this	From this lesson, children conducted an
chosen?	enquiry based on the topic and a
	question from their KWL grid, which is
	used at the start or every humanities
	unit. The children used the information
	provided to present the data as a line
What does it show	graph. This shows that children can construct
that children	representations of information relevant to
know, understand	a geographical enquiry. This is one of
and can do?	the first enquiries conducted by the
	children this year, so the structure was
	scaffolded by staff, however the
	presentation was completed
	independently.





A3iii) Pupils achieve well, make good progress and are equipped for success in the next stage of their education.

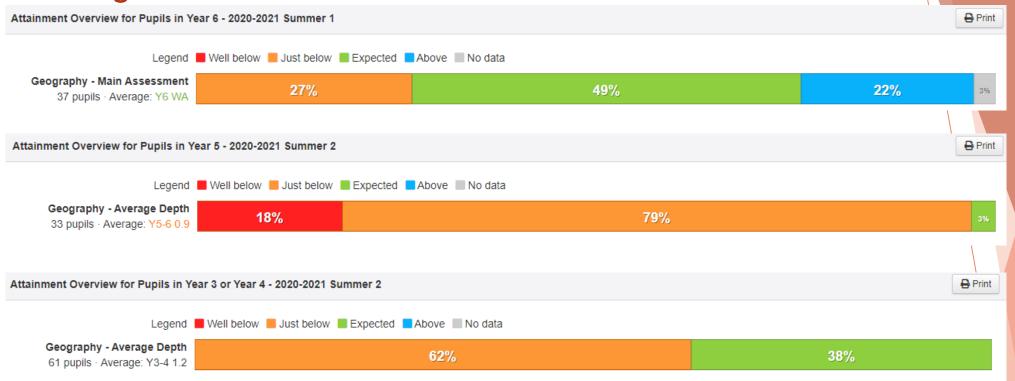
Curriculum maps to show progression year group break down - can access at home

Framework	A3iii
reference	
Document	Curriculum Map
Context	In February 2020, all staff were provided
	with the skills overview for each year and
	each Geography topic.
Why was this	This allowed staff to see which skills were
chosen?	covered, where, when and how. The staff
	were provided with a whole school
	overview, so that they could see the skills
	being embedded and built upon across
	KS2.
What does it show	From this curriculum map, it is clear that
that children know,	skills are revised and developed throughout
understand and can	the whole of KS2 in the teaching of
do?	Geography. Furthermore, as a teacher it
	enables planning and differentiation to be
	secure as opposed to repetition of the same
	skill and task.

Year 3 Geography								
	Unit title	Lesson I	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Autumn 2	UK Settlements – River study	KWL grid completed as a class map work and 4- point compass	River study – take children to Burn Evidence skill using PicCollage and put into books	Sketch map of river study using images from fieldwork	Describe features of a river — link to comparison of River Nile	Settlements in local area Newton Aycliffe Middridge Durham	Four figure grid references for Durham, Middridge and Newton Aycliffe Hazards of living near a river	Geographical enquiry based on KWL hvestigate the longest river in the world? Link to maths — how will findings be presented?
Assessment		CEO I	CEO I2 CEO I3	CEO I2 CEO I3	GEO 5	GEO 6 GEO 12 GEO 13	GEO 9 GEO II	
Spring I	European Study of Italy	KWL grid completed as a class Map work — physical geography of UK	Human geography of UK on map	Map of Europe	Use map of Europe to show climate zones	Ordance survey map of Naples Identify human and physical geography — using four-figure grid reference	Geographical enquiry based on KWL Comparison of the UK and Italy focusing on human and physical geographical features	Consolidation/ Ceographical enquiry lesson
Assessment		ŒO 7	ŒO 7	CEO 2 CEO IO	GEO 4	GEO 2 GEO II	GEO 2 GEO 4 GEO 8	
Summer 1	European Study of Greece	KWL grid completed as a class Use world map to locate places in Europe include geographical terms	Climate zones — compare Cirecce, Italy and UK	Map of Greece	Ordance survey map of Athens Identify human and physical geography — using four-figure grid reference	Ordance survey map of Athens, comparison to UK	Geographical enquiry based on KWL Comparison of the UK and Greece focusing on human and physical geographical features	Consolidation/ Ceographical enquiry lesson
Assessment		CEO 3	ŒO 4	GEO 2 GEO IO	GEO 2 GEO II	GEO 2 GEO 4 GEO 8	GEO 2 GEO 4 GEO 8	

Feb 2020 C Cooper

A3iii) Pupils achieve well, make good progress and are equipped for success in the next stage of their education.

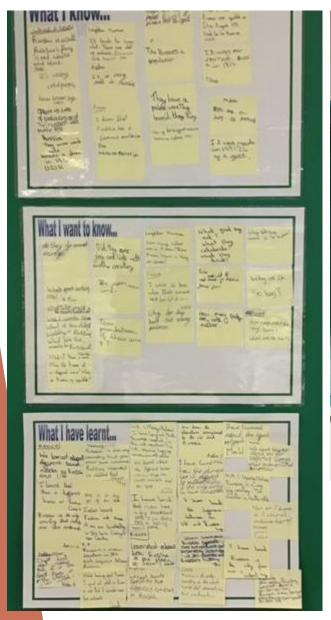


amework reference	A3iii
ocument	Insight Tracking 2020-2021
ontext	Insight Tracking information for 2019-20 was not completed due to curriculum overhaul and lockdown due to COVID-19.
hy was this chosen?	The Insight Tracking for 2020-2021 shows the average depth of knowledge and skills across the Geography curriculum and is broken down per year
	group. This enables me, as the subject leader, to support staff and children in filling gaps, whilst also extending and ensuring more able children are
	appropriately challenged.
hat does it show that	At the end of each unit of work, teachers access Insight Tracking to update assessment information for each child. This enables staff, subject
nildren know,	leaders and Senior Leadership team to gather information and interpret the assessment to put measures in place to support all learners. Whilst
nderstand and can do?	most skills have been assessed, there are gaps which have been noted from all year groups, which reflect the skills that require further teaching
	due to the nature of the global pandemic.
	ocument Intext In y was this chosen? In that does it show that ildren know,

Section B: How does geography education shape behaviour, attitudes and values?

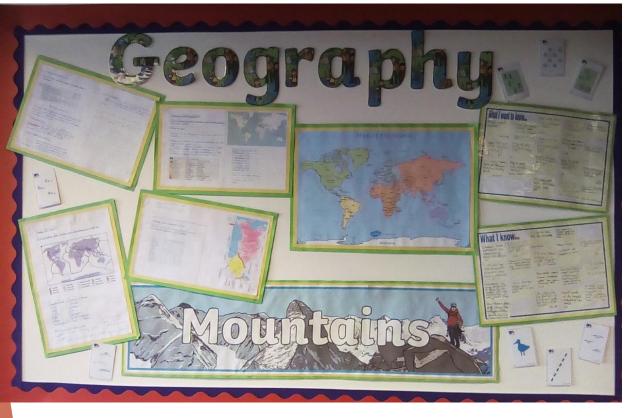
- In this section I have referenced:
- Displays used within class to aid learning of geographical skills
- Evidence of independent geographical enquiry
- Competitions
- Staff questionnaire analysis with bar charts
- Student questionnaire analysis with pie charts

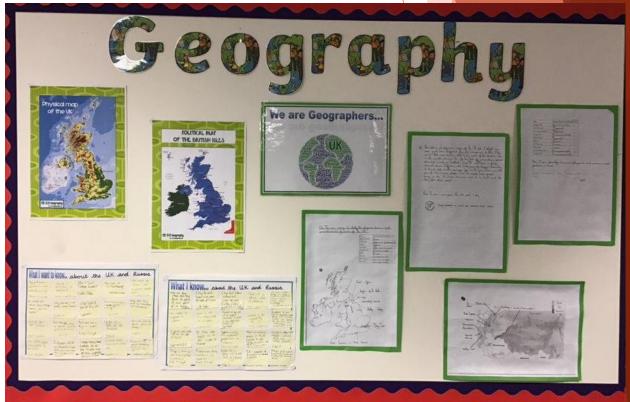
Framework reference	Bi
Document	Displays in UKS2
Context	Each topic is displayed and added to as the geography and history topic is taught. The timeline is always displayed to reinforce chronology in History, but it also aids children in thinking about how land use has changed over periods of time, which is a key aspect of geography.
Why was this chosen?	The displays show the progression of skill, language and depth of learning throughout the Autumn Term and the Summer Term. Due to COVID restrictions and lockdown in the Spring term, this was unable to be evidenced for this term.
What does it show that children know, understand and can do?	The children use the displays to refer to places around the world. When reading books independently that have geographical references to places, children engage with the world map and locate new places, comparing them to where they live and their local area. The children also use the geography displays to refer to key geographical terms, which are relevant within both geography lessons and other cross-curricular activities.





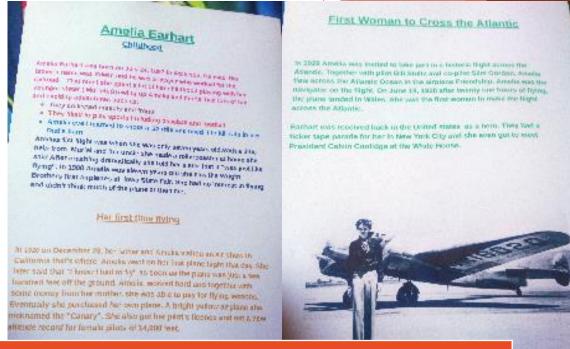






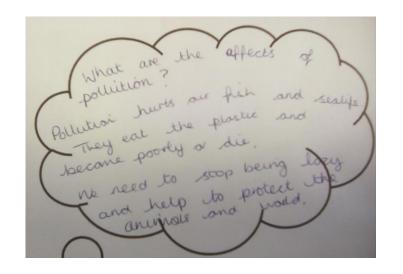
Bii) Pupils are given opportunities to develop confidence, independent enquiry and critical thinking while working collaboratively, safely and with resilience.

During the Spring Term, the children in year 5 were learning about famous explorers. As part of their home learning (due to COVID-19) they were tasked with researching an explorer of their choice.



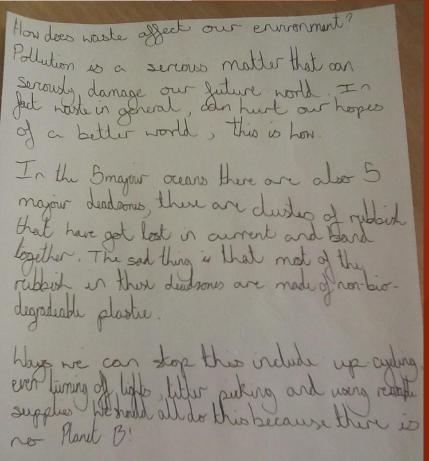
Framework reference	Bii
Document	Home learning activity completed by Year 5 pupil
Context	Due to COVID-19 home learning tasks have been provided by teaching staff. During the spring term, children in year 5 were learning about
	exploration. The task was to research and present their findings of an explorer of their choice.
Why was this chosen?	This was chosen as this clearly demonstrates the child's geographical enquiry skills in that they were competent in researching, deciphering
	relevant information, making sense of the information that has been read and presented findings in a clear format.
What does it show that	This evidence shows the child's understanding of research, reading, interpreting and representing findings. In terms of specific geography skills
children know,	this child showed that they had a secure understanding of who Amelia Earheart was and understood how she was a key figure through referencing
understand and can	the significance of the discovery she made and the impact this has had on the modern world.
do?	

Bii) Pupils are given opportunities to develop confidence, independent enquiry and critical thinking while working collaboratively, safely and with resilience.





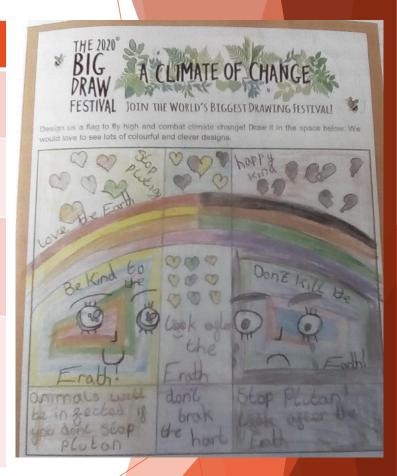
Framework reference	Bii
	For the state of the police
Document	Enquiry within PSHCE
Context	During PSHCE, children explored the theme of pollution. They explored some news articles
	based on pollution focussing on how it is impacting on the environment and
Why was this	This shows that geographical concepts are taught and referred to within other curriculum
chosen?	subjects such as PSHCE and P4C.
What does it	The children were able to explain how waste is created, the impact this has on the local
show that	environment and world-wide. The children then used plastic materials within school to create
children know,	fish. The children explored ways in which they can limit waste in their local communities i.e.
	· · · · · · · · · · · · · · · · · · · ·
understand	recycling programmes, upcycling unwanted objects, saving electricity and reusing where
and can do?	possible.
	'

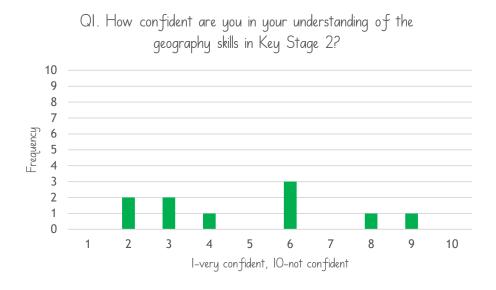


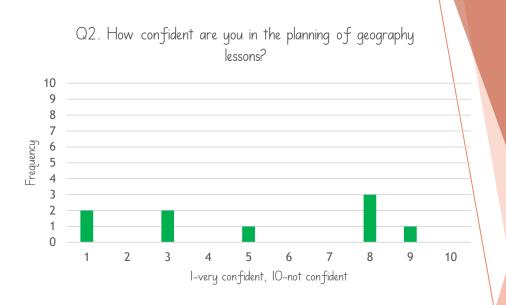
Bii) Pupils are given opportunities to develop confidence, independent enquiry and critical thinking while working collaboratively, safely and with resilience.



Framework reference	Bii
Document	Using the stimulus 'Greta and the Giant's', the children entered a local competition about the Climate of Change.
Context	Children read the story about Climate Change written by Greta Thunberg and used the key ideas of deforestation, habitats destroyed and pollution to create a poster campaigning for climate change.
Why was this chosen?	This was chosen to show the community links within geographical issues which are important to the children as well as providing opportunities for children to reflect on their actions and the impact they have on the world they live in.
What does it show that children know, understand and can do?	This shows that the children understand the actions that take place have an impact on the environment and children are able to identify the cause and effect of issues such as climate change. They are then able to reflect on the actions, and explore the changes that should be made.



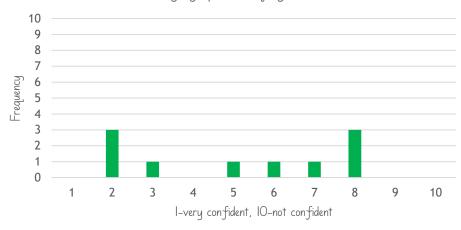




Framework reference	ВШ
Document	Staff Questionnaire
Context	As the Geography curriculum was changed February 2020, a questionnaire was provided for staff in March 2021 to evaluate the progress.
Why was this chosen?	The first 9 questions given to staff were required an answer on a scale of 1-10. 1 being very confident, 10 being least confident. This information
	has been presented through graphs to clearly show the trends.
What does it show that	From the graphs, I can see that teaching staff are becoming more confident within the planning of Geography lessons. From the information, it is
children know,	clear that some staff are more confident than others, which as a subject leader is something that is seen in school. Through professional
understand and can	discussions, staff are able to discuss issues with regards to the planning, resourcing and delivery of geography lessons and over time, this value
do?	should decrease as more staff become more confident. Furthermore, with regards to the global pandemic, this has impacted staff in that the
	delivery of geography has been a challenge remotely. From the graphs presented on the following pages, I can see that staff require more support
	in the planning and support within differentiation of geography lessons.



Q5. How confident are you in assisting children within a geographical enquiry?

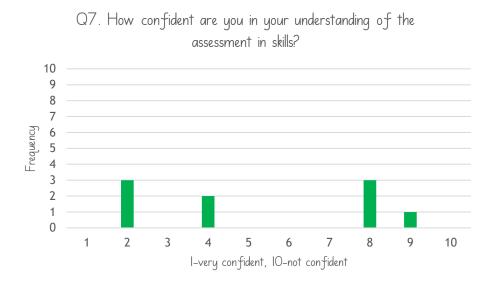


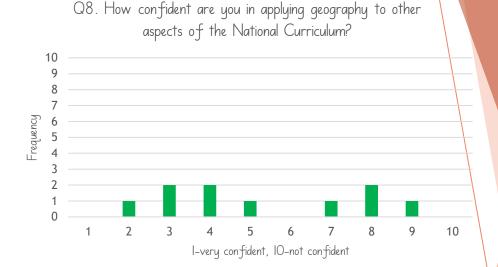


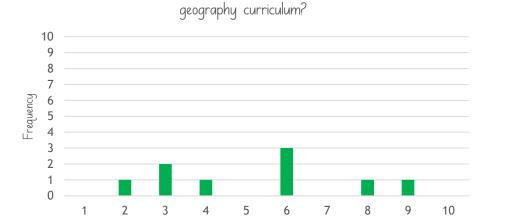


Q6. How confident are you in your understanding of the skill progression within qeography?





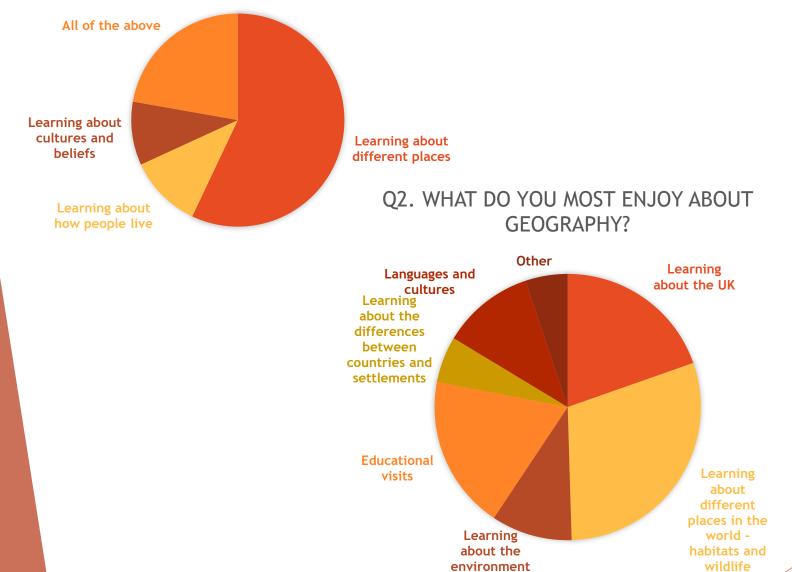




I-very confident, IO-not confident

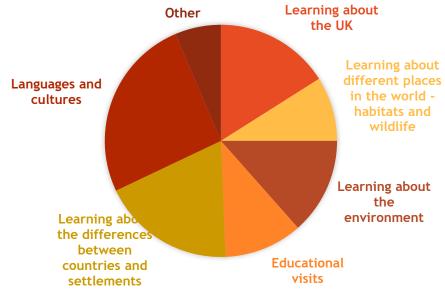
Q9. How would you rate your own subject knowledge for the

Q1. WHAT DOES GEOGRAPHY MEAN TO YOU?



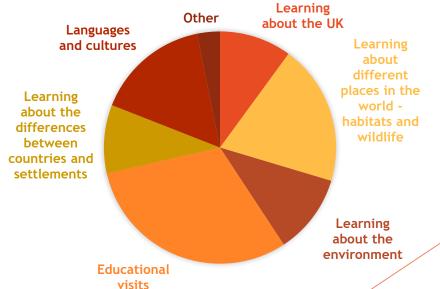
Framework	Biii
reference	
Document	Pupil Questionnaire
Context	As the Geography curriculum was changed
	February 2020, a questionnaire was provided for
	pupils in March 2021 to evaluate the progress.
Why was	Selected questions from the questionnaire were
this chosen?	responded with numerical values, therefore
	enabling a graph representation to show results.
	From the questionnaire children were asked about
	what geography means to them and their
	likes/dislikes within geography lessons.
What does	From the pie charts, the children have
it show that	demonstrated a secure understanding across all of
children	KS2 as to the significance of geography, their
know,	lessons were challenging an the children knew
understand	what skills were expected of them within this area
and can do?	of the curriculum. Due to the global pandemic,
	restrictions in educational visits and experiences
	have had an impact on the geography curriculum,
	with some fieldwork being conducted on the school
	grounds, however a greater impact would have
	been made had other experiences been provided
	for them. This is something that we aim to rectify,
	when health and safety allows.
	WHEIT HEALTH AND SAFELY ANOWS.

Q3. WHAT DO YOU ENJOY THE LEAST ABOUT GEOGRAPHY?

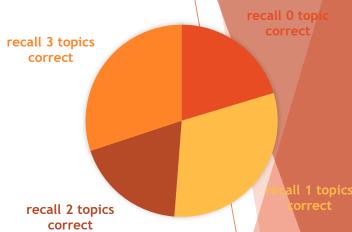


- The surveys taken show the children's views.
- Due to the impact of remote learning in Spring, children have recalled some key topics that have been taught in Geography, but the topic from Spring term was more challenging for the children to recall facts.

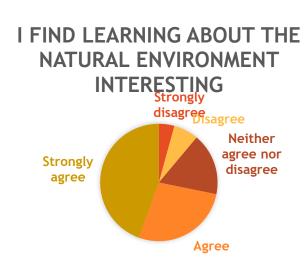
Q4. WHAT WOULD YOU LIKE TO SEE MORE OF IN GEOGRAPHY?

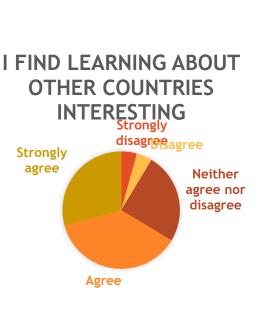




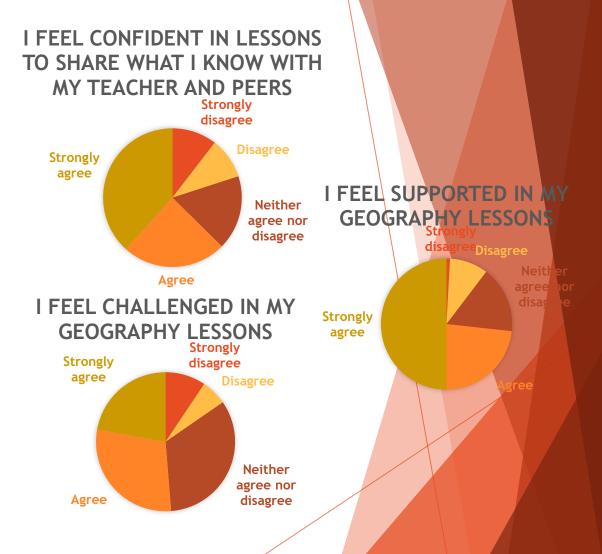












Section C: How does geography education support pupils' personal development?

- In this section I have referenced:
- Mini-Police
- Eco-Warriors
- Picture News Collective Worship

Ci) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:

*Equipping pupils to be responsible, respectful, active citizens.

*exploring different lifestyles, cultures, perspectives and points of view,

*providing opportunities to explore diversity and commonality.

Mini Police

Home >> Pupils >> Peer Support >> Mini Police

St. Francis Mini Police

At St. Francis we are proud to be apart of the Durham Constabulary Mini Police. Being a part of the Mini Police involves several important responsibilities and duties inside and outside of school. Having Mini Police at St. Francis allows our children to engage with their communities, increases the confidence of our children and attempts to remove any barriers between policing and children. Our children love volunteering for Mini Police.

This allows the children to take part in lots of different events and visits as you can see below.

Mini Police Visit to the Spennymoor Custody Suite - 15.11.19

Mini Police Visit to the Spennymoor Custody Suite - 15.11.19

07.11.19 - When Jet and Ben came to visit St. Francis!

Today Jet and Ben have been in school with their dog handler PCSO Claire Kerr. Claire shared with us the importance of being aware of **stranger danger** and how to **keep safe during the dark winter nights.** She also shared with us the roles of police dogs Jet and Ben and other dogs like them who work with Durham Constabulary.

PCSO Claire Kerr's tips for staying safe during the winter nights:

- Wear bright colours so you are visible
- · Only walk home on lit pathways and streets
- If walking home from school, walk straight home and don't make any stops
- · Don't talk to any strangers!

This is what our children had to say:

"I felt really excited when Jet and Ben came to visit, because they were trained to remain calm".

"I learnt how to keep safe on the dark nights and not to wear all dark clothing".

Ci) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:

*Equipping pupils to be responsible, respectful, active citizens.

*exploring different lifestyles, cultures, perspectives and points of view,

*providing opportunities to explore diversity and commonality.

In early 2019, mini police took part in a "speed awareness" event. This happened across Newton Aycliffe with multiple schools taking part. We worked alongside a PCSO in handing out flyers to passing pedestrians and road users. We also took part in a speed awareness poster competition. We displayed these posters around the school grounds to promote safe driving near school grounds.

We had meetings in our groups to discuss the strengths and weaknesses, so that we can collaborate and make changes that benefit and help our school to improve.

In mini-police, I supported my local community by joining our local Remembrance Service to support fallen soldiers. We represented our school and our local community when paying our respects.

Framework	Ci				
reference					
Document	Mini-police				
Context	Experiencing geography issues within the				
	community				
Why was	Due to the restrictions of COVID-19, the impact of				
this chosen?	mini-police in the year 2020 and 2021 were very				
	limited. The events that children and staff have				
	been able to organise show the impact of the mini-				
	police scheme within the local environment and				
	within the local community,				
What does	The events and statements gathered by the				
it show that	children show the impact of the programme and				
children	the skills that it has provided the children with.				
know,	·				
understand					
and can do?					

Ci) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:

*Equipping pupils to be responsible, respectful, active citizens.

*exploring different lifestyles, cultures, perspectives and points of view,

*providing opportunities to explore diversity and commonality.

Eco-warriors



In year 5, I was part of the eco-warriors and worked as a group to promote the idea of being environmentally friendly. In school, we have two eco-warriors per class who are responsible for promoting and environmentally friendly school. We looked at ways we can save electricity and ways in which we can promote recycling around school.

Eco-Warriors Meeting Monday 3rd February 2020

- Badges given
- Eco-Warriors display to be given
- Three ways to save energy 10/2/2020
- Green cards/Red cards show good use of energy and energy wastage
- · Stickers on lights to show which lights don't have to be on
- Inspections stickers every week, cuddly toy for the class with most points.
- · Eco Warrior warning card: reminder of energy saving.
- Delegating jobs to others within class to save energy

Framework	Ci
reference	
Document	Eco-Warriors
Context	During the Spring term 2020, eco-warriors was
	started up by the Geography subject leader
	alongside the Business manager for school.
	Due to COVID-19, this was stopped but as a school
	we aim for this to potentially restart in September
	2021.
Why was	This was chosen to show that the school is
this chosen?	engaging with activities and providing children with
	opportunities to show that they can be responsible
	global citizens and be independent in their roles.
What does	This shows that children have an understanding as
it show that	to how to become more environmentally friendly
children	and how to reflect on their own actions and revise
know,	their own practises understanding the impact that
understand	they have.
and can do?	

Ci) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:

*Equipping pupils to be responsible, respectful, active citizens.

*exploring different lifestyles, cultures, perspectives and points of view,

*providing opportunities to explore diversity and commonality.

We should always stand up for our communities if it is based on something that we agree with and feel equally passionate about. We aim to be an inclusive world, where we are a whole community who do not discriminate.

Year 6

You should only stand up for your community if it is over something you strongly believe in. You should ensure that you are persuasive when standing up for what you believe in and do not resort to violence to make your point heard. We should also respect the rights of others and not hold this against them as a person, we are all entitled to our own and different opinions. Year 6



Framework reference	Ci
Document	Picture News Collective Worship discussion. Should we always stand up for our communities?
Context	Responses collated from class discussion
Why was this chosen?	Through weekly collective worship led by SLT, the children in their classes discuss the questions from the theme. Children then collaboratively discuss their ideas and thoughts, justifying their views.
What does it show that children know, understand and can do?	Within this question, it shows that children are able to use geographical concepts within a community. The theme allows the children to understand how different countries and cultures compare to their own.

Ci) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:

*Equipping pupils to be responsible, respectful, active citizens.

*exploring different lifestyles, cultures, perspectives and points of view,

*providing opportunities to explore diversity and commonality.

I think that farming is important as it is our main food source. On the topic of palm oil, companies should do this farming sustainably and have limited number of farms as the impact it has on the environment and habitats of creatures is not sustainable. There should be a world-wide agreement so that the farming of palm oil can be done in a sustainable way.

Year 6

Funds would need to be raised to support farmers in changing their farming styles to be more environmentally friendly and to ensure that they still make enough money to live themselves.

Year 6

I think that farming should be changed. The technologies used and the machinery used on farms are not environmentally friendly as the engines contribute to global warming and pollution in the atmosphere.

Year 6



7th June 2021 What's going on this week?



Framework reference	Ci
Document	Picture News Collective Worship discussion. How important is the role of farmers?
Context	Responses collated from class discussion
Why was this chosen?	Through weekly collective worship led by SLT, the children in their classes discuss the questions from the theme. Children then collaboratively discuss their ideas and thoughts, justifying their views.
What does it show that children know, understand and can do?	Within this question, children have applied geographical terms such as sustainability and their learning from Earth Day in the response linking to Palm Oil Farming, The children also showed a broad understanding of other geographical processes such as pollution as a result of farming techniques.

Cii) Contemporary and environmental geography themes are explored at a rang of scales and a variety of places empowering pupils to develop their own voice, whilst displaying respect and empathy with others' standpoints.

How far should you got o stand up for what you believe in?

You should go quite far, but not as far as violence because that is basically saying "I have no evidence so I will become physical." The true way to get your thoughts across is creating a big impact by not just saying but doing as well.

Being physical shows that you have no evidence to back up your point.

Never come to violence when standing up for what you believe in, because it doesn't prove your point. It makes you become pushed away, because violence is regularly taken and results in prison when protests go too far.



Framework reference	Cii
Document	Picture News 15/3/2021
Context	Collective Worship
Why was this chosen?	This was chosen as it provides evidence that the children look through key concepts and environmental issues which arise within the news and current affairs. The children listen and responds to stimulus questions/videos etc and as a class discuss the key question.
What does it show that children know, understand and can do?	This shows that the children can understand current affairs, use their knowledge and understanding to participate and contribute to the global issue that is focussed upon.

Section D: How is geography education being led and managed?

- In this section I have referenced:
- Staff meeting
- Supporting emails to other colleagues in the planning, delivery and assessment of Geography
- Subject Leader Action Plan for 201-2020, 2020-2021, 2021-2022
- Book scrutiny through staff meeting fact finding
- Observations
- Deputy Head Cluster Meetings in local area
- Staff CPD

I. LTP and subject leadership vision

Read the LTP - is this correct with what you are doing?

Reminder of the subject leader vision for Geography

As a geographer, pupils are encouraged to foster a natural curiousity about the world, its people and natural phenomenon. As global citizens they will examine key human and physical processes, to develop their understanding of the Earth's features and how they change over time. They will be able to note similarities and differences between different geographical areas of the World.

	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
Year 3	Roman Empire and Impact on Britain Hadrian's Wall (Vindolanda)	Place knowledge — focus on a European country i.e. Italy	Ancient Greeks	Locational knowledge based on Greece	Ancient Egypt	Locational knowledge compare and contrast
Year 4	Anglo-Saxons	Mountains	Vikings (Jorvik) Norway	Locational knowledge — focus on Norway and making comparisons to the UK	Industrial Revolution	Railways - map work Route 66, Amal fi coast, Pompeii
Year 5	Magna Carta and Middle Ages	UK	Explorers	Locational knowledge	Aztecs	South America
Year 6	Stone Age to Iron Age	Human geography - settlements	Local History WWII Aydiffe Angels, ROF 59	People movements i.e. Windrush	Tudors and Shakespeare	Trade links Tudor villages

2. Evidencing skills in Geography

Using the Geographical skills sheet from the Rising Stars could you please evidence where you see the skills being taught. The MTP is also there to aid you in focusing on the skills.

Please include

- *year group
- *child's initials
- *date of task
- *Geography skill achieved

Could you also put a post-it note for any good examples of evidence and give me these books at the end of staff meeting

3. Key Findings

Using Ofsted criteria, there are key questions which need to be answered as a means of assessing our current position and areas of weakness within Geography

Please answer using the information you have found from the books when you have evidenced the skills by looking at MTP.

Framework	Di
reference	
Document	Staff Meeting 28/1/2020
Context	During the Autumn term, the Geography Co-Ordinator and Deputy Head Teacher (now Head Teacher) collaborated on rewriting the Geography curriculum to make it more central with regards to the Geography skills and knowledge being developed and the progression of skills. From the staff meeting in January, staff were able to identify where the gaps to the learning were, which supported the need for the change to the geography curriculum.
Why was this chosen?	The staff meeting was delivered to staff including teaching staff, learning support assistants and Senior Leadership. This has shown the support given to staff in terms of the subject knowledge content of the units, the progression of knowledge to ensure that skills are over-learnt and not repeated to promote the depth and independence of the geography curriculum.
What does it show that children know, understand and can do?	This shows what skills and learning will be developed from the children's transition from year 2 right the way through to the end of year 6. The requirement for all staff to be aware of and have an understanding of the overall picture of Geography within school.

Staff Meeting

Tuesday 3rd March 2020

- Overview for humanities has changed to allow skills and knowledge to be broadened and to allow children to make necessary connections between Geography and History.
- National Curriculum states that a study of UK, Europe, North America, South America and Russia be completed by the end of KS2.
- 3. Geography has been rewritten:
 - Year 3/4 and year 5/6 skills coverage that would have been in the Now I can folders, has been split into <u>y3</u>, <u>y4</u>, <u>y5 and y6</u>, so that the depth and skills coverage is more evident. A copy of this has been provided for you, could you ensure that this is put into the children's I can folders.
 - From book scrutiny and staff meeting in the previous half term, it is clear that some of the skills are not evident in books or in lessons. I have broken down each of the 13 Geography skills with the <u>objective and task for Working At and Greater Depth</u>, there are also notes to enable you to plan tasks that are Geography skill based and to remove potential barriers to learning for the SEND whilst also challenging the HAG. The document also shows the <u>prior knowledge</u> that is required before the unit of work is delivered. It's important that you are aware of the skills that have been covered prior, so that some over learning can happen, but this should be within the input of the lesson.
 - I have created an outline for the skills progression and lesson progression for each year group with regards to Geography. Please use this to create your Summer MTP for the Geography unit that will be covered.
 - Fieldwork is evident in the new format please use digital devices to evidence these skills there will be a
 'Geographer folder' and a 'Historian folder' per class to ensure that these skills are collated a <u>PicCollage</u>
 would suffice.
 - Circle maps in books it is clear that they are not appropriate for HAG children and LAG children are struggling too. Therefore, we will go back to our learning journey – using post it notes and planning a learning journey together as a class. Display wise, could these be clearly shown in each class and questions built on from geographical enquiry or historical enquiry to be displayed on the 'Wonder Wall'.
- MTP when completed to be given to Colette, as part of planning monitoring for Geography and towards Geography Mark accreditation. MTP to be given by <u>Friday 21" March 2020.</u>
- I will be contacting DurhamLearningResources and ensuring that resources are delivered prior to the Summer term, so that you have a focus area for both Geography and History. Please could you ensure that these are displayed in classrooms and children are able to access/engage with the materials on offer.

	Framework	Di
	reference	
	Document Context	Staff Meeting 3/3/2020 During the Autumn term, the Geography Co-Ordinator and Deputy Head Teacher (now Head Teacher) collaborated on rewriting the Geography curriculum to make it more central with regards to the Geography skills and knowledge being developed and the progression of skills. From the staff meeting in January, staff were able to identify where the gaps to the
		learning were, which supported the need for the change to the geography curriculum.
	Why was this chosen?	The staff meeting was delivered to staff including teaching staff, learning support assistants and Senior Leadership. This has shown the support given to staff in terms of the subject knowledge content of the units, the progression of knowledge to ensure that skills are over-learnt and not repeated to promote the depth and independence of the geography curriculum.
/	What does it show that children know, understand and can do?	This provided staff with support in the changes that were being made within the geography curriculum to ensure a seamless and supportive approach to extend and motivate all children to be enthused by geography.

Subject: Re: End of unit assessment

From the end of unit you sent, I can see the following geography skills:

Q1 - GEO3

Q2 - GEO3

Q3 - GEO3

Q4 - GEO3

Q5 - GEO4

Q6 - GEO4 Q7 - GEO2/11

Q8 - GEO2/11

Scoring wise I would go for:

WT 0-14 <50% WA 15-25 50% - 79% GD -26-32 80%

I would be careful with the GD particularly as this is the first year that we have followed this geography curriculum and some skills get embedded further next year and with the time out for remote learning, I wouldn't expect many of them to be at that point. Likewise, if there are any who have made a mistake in the end of unit, but you know from their books that they have achieved the objective independently, use this to adapt the judgement \bigcirc

Are you doing this along with the end of the learning journey 'What I have learnt...' page?

To: C. Cooper [St. Francis CE Junior School]

Is that a good thing? Haha! I just pulled them from each lessons that we done.

Would you not score any children as working below? As I have some SEN children who have scored really low.

If I am honest, I don't think any will get that high, if we do we can cross-check with books. 🙂

We did that in last week's lesson, with the additional slot, we did the End of Units to help support our reports. 🙂



Framework reference	Di		
Document	Discussion with colleagues via email		
Context	An NQT who works at the school, required support in providing an end of unit assessment based on their summer geography unit.		
Why was this chosen?	This was chosen as it shows that teaching staff are able to seek support and assistance from the subject leader around assessment of the geography curriculum. Other forms of communication have taken place with regards to the planning, teaching and delivery of the geography curriculum.		
What does it show that children know, understand and can do?	This shows that as a staff, they are confident in using the materials provided for the geography curriculum and are able to use their professional judgement to seek support and advice for the teaching and learning of the geography skills.		

Framework reference	Di
Document	Geography Fact Finding using Ofsted Criteria following on from a staff meeting (see next 2 slides)
Context	During a staff meeting led by myself as Humanities lead, the staff were split into mixed teams and given a selection of HAG, MAG, LAG, SEND and PP books to analyse according to the fact finding questions. The evidence was then collated by the Subject Leader.
Why was this chosen?	This shows the support and development that is provided to staff throughout the planning, delivery and assessment of the Geography curriculum.
What does it show that children know, understand and can do?	This shows that the staff are supported and able to seek advice for staff throughout the school. Discussions with staff from the feeder infant school, shows that skills are developed and embedded throughout the curriculum. Further meetings are required from the feeder infant school and secondary schools to further enhance a seamless transition between KS1 and KS3 for all children.

Geography Fact Finding

28/1/2020

- How does the Geography curriculum suit local needs? Giving examples.
 - · Identifying the local areas by annotating a map
 - Local landmarks link to mining, farming
 - · Identifying different areas within the UK and the world
 - WW2 topic linking to local area
 - · Impact of Geography in the local areas and their lives
 - Map work linked to local landscape building on Physical and Human features
 - Link to historical events i.e. WW2
 - Plot where they are on the map and describe where we are in relation to other towns and cities
- 2. How do we develop pupils' learning in this subject beyond the curriculum?
 - Cross curricular PE orienteering
 - Trips new places and landmarks
 - Educational visits
 - · Local and current focus i.e. environment
 - Updated videos and images
 - Eco Warriors more ownership on responsibilities for looking after their environment
 - · Apply to other subjects i.e. maths
 - Ordance survey maps, google maps etc

- 3. How do we ensure high standards of teaching and learning?
 - Quality First Teaching
 - Personal Development subject leader
 - GAPP meetings
 - P4C links with news around the world
 - Lesson observations
 - Planning
 - Book scruting
 - One writing book for all subjects to maintain high standards
 - Staff discussions within staff meetings
 - Engage learners
 - Giving skills to be independent explorers
- 4. How do we cater for SEND (inc HAG) pupils in this subject?
 - Differentiation of tasks
 - Kinaesthetic tasks
 - Use of technology i.e. laptops, iPads, Kindles
 - Detailed MTP
 - Scaffolding of skills
 - Support- adult/peer
 - Activities not all written based
 - Challenges focusing on skill
 - Independent research HAG make own links and develop their own enquiry
 - Different ways of representing their findings
 - Visuals

- 5. How do you ensure that new knowledge and skill development builds on the learning that has gone before?
 - Revisit to scaffold learning
 - Find out what they want to know as an intro circle map
 - Detailed planning
 - Knowledge of curriculum
 - Repetition in activities
 - Reinforcing prior knowledge
 - Providing resources to locate key features more accurately over time using MTP
- 6. Why is the subject curriculum organised as it is?
 - · Skills flow and become more complex
 - Enhance memory capacity
 - Link to other subjects to give a real life understanding
 - Local knowledge
 - Cover elements more than once
 - · Progression to show local area and building up around the world that we live in
 - Clear links between all subjects to make the subject more relatable.
 - Breadth across the world and link across units with History i.e. Vikings, WW2 etc

- 7. What resources are available for curriculum delivery where are they currently?
 - · Maps, atlas and globes in all classes
 - iPads in bay areas
 - Planning resources for staff
 - PlanBee, Twinkl
 - Durham Learning Resource boxes where relevant
 - Ordance survey maps
- 8. Do you have any Durham learning resource boxes?
 - No ordered when needed
- 9. Are there any educational experiences/visits in this curriculum area?
 - Bus trips to different landmarks on their way to visits
 - Jorvik
 - Vindolanda
 - Visiting local area
 - Residential natural/physical geography with rivers

St Francis CofE Junior School

Geography and History SEF and Action Plan 2019 2020

Subject Self Evaluation (SEF)

Strengths	Areas for Development (DETL Elements)	Pupil Behaviours (DELT)	Action Points
A3 Learning is applied in and out of	A5: Planning enables quality learning	Learners are extended and challenged and enjoy the experiences.	Moderation to ensure sufficient challenge and scaffolding where
the classroom. (educational visits).	experiences and skills progression.	Are used as 'experts' to help each other.	necessary.
C1 A safe and positive learning	B4: Subject knowledge maximises learning	Are given the same opportunities to succeed (with scaffolded support where	Use of 'experts' to ensure children are taking an active role in
environment is created to promote	outcomes.	needed).	their learning.
confident and purposeful learning.	E2: Equality of opportunity is promoted.	Give learners opportunities to self and peer assess and moderate their	Differentiation to ensure all children have activities that are
Fi4 Plan and teach well-structured	Fi6: Make accurate and productive use of	judgements positively.	accessible and offer appropriate levels of challenge for the more
lessons.	assessments		able.
			Self and peer assessment of skills within lessons.

Action Plan

1/2	To initiate the implementation of the eco- schools concept within school, using this to raise the profile of Geography skills and impact of their learning.	All staff teaching staff when planning topics. £200	Implement key concepts of the eco-schools scheme	_	with appropriate staff and agencies to begin the process of iors.	Eco-Warriors initiated Badges given Initial review completed by all eco-warriors Eco-Warriors assembly			
	Monitoring of humanities through CPD, observations focusing specifically on the support and challenge provided for SEND and for more able, as well as supporting staff in the delivery of the curriculum to enhance teaching and learning.	All staff Miss Cooper Mrs Wilkinson £200 Apps to support virtual reality lessons in Humanities Durham Learning Resources Diginaps (£69 exc VAT) Ordnance Survey Maps and resources for fieldwork Aycliffe Partnership Network meetings	Subject leader to have a clear vision of the topics taught throughout school and to monitor planning focussing specifically on the support, differentiation and challenge provided to extend more able learners. Lesson observations to be completed Book scrutiny/planning scrutiny to assess more able being challenged appropriately	in the con Joint obs Y3/4 Hist Y5/6 Geo Supporte delivery o	•	Humanities Action Plan for a slide). Due to COVID-19, an evalua support was given to staff in To show the overarching air	ation of the Geog n the planning ar ms for Geography	raphy action plan was lind ad preparation of new ge	mited, although eography units.
	through Humanities course – hoping to lead within the Aycliffe cluster.	ies · hoping vithin		What does it show that children know, understand and can do	evaluating processes aiming	t leader and as a			



Subject Self Evaluation (SEF)

Strengths	Areas for Development (DETL Elements)	Pupil Behaviours (DELT)	Action Points
A3 Learning is applied in and out of	A5: Planning enables quality learning	Learners are extended and challenged and enjoy the experiences.	Moderation to ensure sufficient challenge and scaffolding where
the classroom. (educational visits).	experiences and skills progression.	Are used as 'experts' to help each other.	necessary.
C1 A safe and positive learning	B4: Subject knowledge maximises learning	Are given the same opportunities to succeed (with scaffolded support where	Use of 'experts' to ensure children are taking an active role in
environment is created to promote	autcomes.	needed).	their learning.
confident and purposeful learning.	E2: Equality of opportunity is promoted.	Give learners opportunities to self and peer assess and moderate their	Differentiation to ensure all children have activities that are
Fi4 Plan and teach well-structured	Fi6: Make accurate and productive use of	judgements positively.	accessible and offer appropriate levels of challenge for the more
lessons.	assessments		able.
			Self and peer assessment of skills within lessons.

Action Plan

·									
		all groups of childre		s and that the more able children are challeng	ed appropriately.				
SDP	Objectives	Lead person	Success Criteria	Monitoring	Monitoring Spring	Monitoring Summer	Final Evaluation		
Link		Timescale		Autumn					
		Resources							
- 1-		Cost							
1/2	Monitoring and evaluating the attainment made in both History and Geography, with the aim of putting the school forward to achieve the Geography Quality Mark in July 2021.	Miss Cooper £150 - Geography Association and History Association £100 - portfolios for application of marks	Successful application and accreditation of the History/Geography mark	Work book scrutiny showed progression. Discussion with children in year 5/6 showed a deeper understanding of skills and use of the vocabulary to show understanding and depth of skills/knowledge.	Remote learning due to lockdown. Evidence gathered from both year ½ and 5/6 to collate for the Geography Mark. Earth Day showed geography skills being embedded across NC subjects.	Further evidence gathered and Geography Mark completed for June 21". Submitted and awaiting confirmation and accreditation.	Geography Mark submitted – awaiting results. Evaluations of learning – children are more engaged in the learning within the humanities subjects. More work is completed reflecting on the skills in these subjects rather than the English and writing skills which were evidenced more in the previous academic year.		
1/2	In initiate the implementation of the eco- schools concept within school, using this to raise the profile of Geography skills and impact of their learning.	All staff Teaching staff when planning topics. £200	Implement key concepts of the eco- <u>schools</u> scheme	Due to COVID restrictions the eco- <u>warriors</u> groups were unable to go ahead.	Remote learning due to lockdown.	Through Earth Day children reflected on the 'restore the world' message and thought about ways they could be more environmentally friendly.	Due to COVID restrictions and bubbles, this has not been full achieved. Continue in 2021-22		

Planning monitoring, book scrutiny and

Subject leader to

Monitoring of humanities

focusing specifically on the support and challenge provided for SEND and for more able, as well as supporting staff in the delivery of the curriculum to enhance teaching and learning.	Miss Cooper Mrs Lakey £200 Apps to support virtual reality lessons in Humanities Durham Learning Resources Digiologic (£69 exc VAT) Ordnance Survey Maps and resources for fieldwork Aycliffe Partnership Network meetings	have a clear vision of the topics taught throughout school and to monitor planning focussing specifically on the support, differentiation and challenge provided to extend more able learners. Lesson observations to be completed Book scrutiny/planning scrutiny to assess more able being challenged appropriately	discussions with children and staff.		by pupils and staff. Book monitoring and work shared with SL as evidence for Geography Mark.	and Geography curriculum has shown that children are more engaged with Geography and History and are retaining the information that is needed for depth and future learning. P4C course was unable to secure – not enough interest across the town to put the training in place.
	through Humanities					
	course – hoping		Framework reference	Dii		
1 1	to lead within the Aycliffe		Document	Humanities Action Plan for ac	cademic year 2020-202	1 (including previous slide).
	cluster.		Context	Action plan for current acade the global pandemic.	mic year, with some ta	rgets continued due to the effects
			Why was this chosen?		s. Through termly sub	the school and the responsibilities bject leadership reviews, targets are and when required.
			What does it show that children know, understand and can do?	This shows that as a subject	leader and as a school	that we are aware and regularly the opportunities and skills to be

Remote learning due to lockdown.

Questionnaires completed

Impact of the changes to History

St Francis CofE Junior Sch

Geography and History SEF and Action Plan 2021-22

Subject Self Evaluation (SEF)

Strengths	Areas for Development (DETL Elements)	Pupil Behaviours (DELT)	Action Points
A3 Learning is applied in and out of	A5: Planning enables quality learning	Learners are extended and challenged and enjoy the experiences.	Moderation to ensure sufficient challenge and scaffolding where
the classroom. (educational visits).	experiences and skills progression.	Are used as 'experts' to help each other.	necessary.
C1 A safe and positive learning	B4: Subject knowledge maximises learning	Are given the same opportunities to succeed (with scaffolded support where	Use of 'experts' to ensure children are taking an active role in
environment is created to promote	autcomes.	needed).	their learning.
confident and purposeful learning.	E2: Equality of opportunity is promoted.	Give learners opportunities to self and peer assess and moderate their	Differentiation to ensure all children have activities that are
Fi4 Plan and teach well-structured	Fi6: Make accurate and productive use of	judgements positively.	accessible and offer appropriate levels of challenge for the more
lessons.	assessments		able.
			Self and peer assessment of skills within lessons.

Action Plan

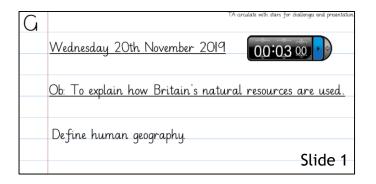
Overar	Overarching Priority: To ensure that all groups of children make good progress and that the more able children are challenged appropriately.							
SDP	Objectives	Lead person	Success	Monitoring	Monitoring Spring	Monitoring Summer	Final Evaluation	
Link		Timescale	Criteria	Autumn				
		Resources						
		Cost		•				
1 1	Monitoring and evaluating	Miss Cooper	Insight					
	the attainment made in		assessment					
	both History and	£150 - Geography	tracking					
	Geography, with the aim of	Association and	Observations					
	embedding the knowledge	History Association	Book scrutiny					
	taught along with	£100 - portfolios	Depth of					
	deepening understanding,	for application of marks	geographical					
	while enhancing the	manks	and historical					
	children's role in assessing		enquiries					
	their learning.							
	To initiate the	All staff	Implement					
	implementation of the eco-	Teaching staff	key concepts					
	schools' concept within	when planning	of the eco-					
	school, using this to raise	topics.	schools'					
	the profile of Geography		scheme					
	skills and impact of their	£200						
	learning.							
	(Continued from Action							
	Plan 2020-21 due to COVID							
	and lockdown)							

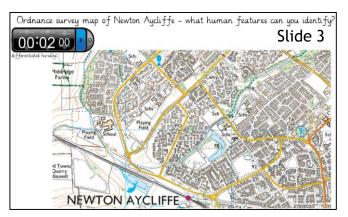
Liaise with the PSHCE	Specific to events	Evidence		
coordinator in order to	in the diary.	gathered		
provide a humanities	Miss Cooper	through class-		
curriculum enriched with	Mrs Roche (SL for	based		
opportunities to celebrate	PSHCE)	activities and		
and recognise other		whole school		
ethnicities, beliefs and		events – see		
diversity.		curriculum		
		enrichment		
		documents		
		Picture News		

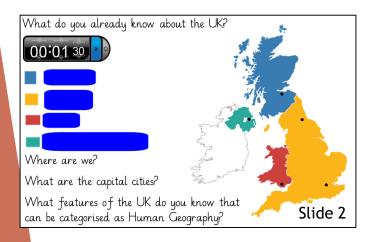
Framework reference	Dii
Document	Humanities Action Plan for academic year 2021-2022 (including previous slide).
Context	Subject Leadership Action Plan for the upcoming academic year.
Why was this chosen?	This shows that the subject is reviewed and aspects are focused upon to ensure that the children have received a broad and balanced geography curriculum which takes into consideration relevant global issues which matter to the children.
What does it show that children know, understand and can do?	Shows that as a school, the knowledge, skills and concepts within the modern geographical world are at the forefront of the children's learning experiences to enable them to have the skills, knowledge and understanding for the ever changing world they face.

During the Autumn term, Year 5 were studying the UK and it's physical and human features.
The main focus within the unit was to explore the natural resources. This was part of the 'old'

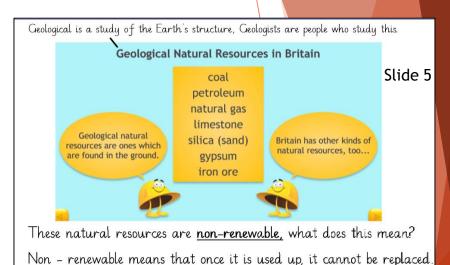
geography curriculum, prior to being amended after Christmas.

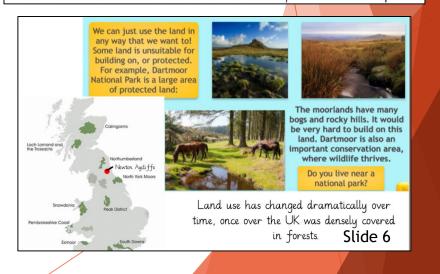












Some resources are natural and **renewable** – what does this mean?

Renewable means that energy can be made from a source, which will not run out.

Slide 7

Task I

5 minutes to write the opening statement to your explanation text

Independent, with some adult support

Key words

renewable

non-renewable

sources of energy

Supported by adult

Slide 8

Sometimes the <u>land use</u> and natural resources that are in <u>abundance</u>, can help us to make energy, but using methods that are more environmentally friendly.

<u>Wind Turbines</u> are a way of using natural resources that are <u>abundant</u> to generate energy for our homes.

How do wind turbines work?

Where in the UK would wind turbines be most efficient?

Slide 9

Hilly regions and coastlines, sometimes out at sea

Task 2

Not necessarily paragraphs

15 minutes to write 2 topic segments of your explanation text, explaining wind turbines, solar panels and land use.

Consider the causes and effect of renewable energy.

00:15 00

- Independent, with some adult support
- MA PW

<u>Key words</u>

MA PW

renewableabundant

- Supported by adult
- Slide 11

abunaan:environmentally

_____Future impact

Define

eye-sore

a thing that is very ugly, especially a building

Why do you think this word can be used when talking about Human Geography? Slide 12

Solar panels



These can be put on the roof of houses.

What does abundant mean?

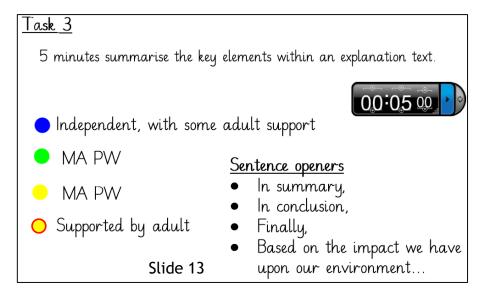
There are some in the fields in School Aycliffe.

Slide 10

How do solar panels work?

Will they help the environment?

Do they use energy that is renewable or non-renewable?



Plenary
Peer assess using your orange highlighter and a ruler, to show: *key terminology *explanation of how natural resources are used
Now I can Slide 14

Framework reference	Dii
Document	Notebook (on previous 2 slides) to aid teaching for a Year 5 Geography Observation by Head Teacher and Subject Leader. Key points from feedback on following slide.
Context	Notebook used by the class teacher in the delivery of the observation lesson.
Why was this chosen?	This was selected as an example to show the level of skill, knowledge and understanding that is used by the class teacher in the planning, preparation and delivery for the children to meet the required geographical expectations for their age.
What does it show that children know, understand and can do?	This shows the level of differentiation that is provided for the children, the way in which the tasks are scaffolded to support the lower ability children, whilst stretching the learning of the more able. The resource also emphasises the role of the teacher as the facilitator within the learning showing the links between geography skills and the written skills required to produce the end task.

Questioning was used to develop deeper thinking into the impact of renewable and non-renewable energy

Feedback provided from Geography
Observation within year 5

Recapped prior learning within each element of the explanation text to further develop the explanation of how sources of energy are made

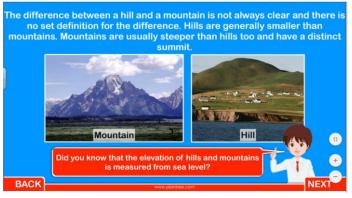
'Use of questions to tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils' are secure' 'Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work; any inconsistencies in assessment are clarified and solved via moderation'

Wednesday 20th November 2019

Ob: To discover the hills and mountains of the UK.

Talk to a clever friend...

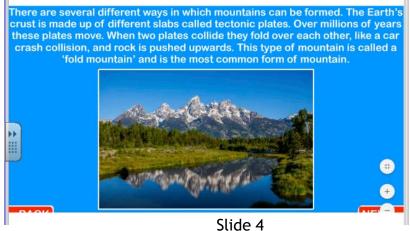
What do you already know about hills and mountains in the UK?



Slide 3



Slide 2



Another type of mountain are 'dome mountains'. These occur when the pressure from lots of hot magma under the Earth's crust pushes the earth upwards into a dome without the magma pushing through the surface.

Slide 5

Volcanos are also mountains. Volcanos are caused when magma (hot melted rock) erupts through the centre of the volcano and the lava cools in a cone shape. Volcanos are built up when layers of cooled lava turn to rock which build on top of each other over time.



There are no active volcanos in the UK but there are several mountains that were formed by volcanos that a now extinct.

Stide 6



Slide 7

Your Task

- * Using the table of data, draw a bar graph on squared paper. Supported

 Stick this into your books and answer the questions by analysing your graph.
- ** Using iPads, research in SAP to fill in your table. Create your bar graph on squared paper using the modelled example provided as a quide.
- *** Using iPads research in SAP to complete the table and draw this into books. Use graph paper to create a bar graph, selecting an appropriate scale.

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.)	LIC	de	- 1	_

Plenary

What do you now know that you didn't at the start of the lesson?

Can you identify any technical vocabulary you can now define?

Slide 14

Framework reference	Dii
Document	Notebook (on previous slide) to aid teaching for a Year 6 Geography Observation by Head Teacher and Subject Leader. Key points from feedback on following slide.
Context	During the Autumn term, Year 6 were studying the UK and focusing on the physical features. The main focus within the unit was to use Ordance Survey maps to identify the different physical features of the UK and to explore mountain formation. This was part of the 'old' geography curriculum, prior to being amended after Christmas.
Why was this chosen?	This was chosen as it demonstrates the progression in terms of skills and knowledge from year 5 and year 6. The children apply a range of transferrable skills.
What does it show that children know, understand and can do?	From the lesson, children used computing and mathematical skills to research the points of elevation from mountains. The children were able to work independently, with a partner and with targeted adult support to show that they can achieve the objective of the lesson,

with the scaffolding required to support and challenge learning.

Feedback provided from Geography Observation within

year 6

Use of digital devices to research the concept of elevation using different points in the UK. 'Questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure'

Targeted questioning within task and cross-curricular questioning in terms of children explaining their findings using geographical terminology

Presenting information into tables and graphs, to then interpret

'The work includes
appropriate
opportunities to develop
pupils' skills in reading,
writing, mathematics
and ICT, as well as
providing opportunities
for extending wider
skills, such as research
and co-operative
working'

Summary of main points:

Clear differentiation of task.

Children all engaged with task and clear on expectations.

Teacher circulating to address misconceptions and to challenge the more able further through questioning and task.

Cross curricular learning – map work to show elevation of land. Link to use of ordnance survey map.

Key strengths:

Good deployment of TA to support group and guide graph drawing.

Differentiation - graph and information provided was scaffolded well for all learners.

Use of digital devices to develop independent learning.

Diii) The subject leader oversees effective curriculum making and resourcing, utilising the collective expertise within and beyond the immediate school community.

Date: 3rd February 2020

Action Plan

Eco-Schools Topic: To ensure that as a school we are more environmentally responsible.

Aim: We will ensure that classrooms are environmentally friendly through monitoring electrical wastage and heat energy waste.

Action(s):

Through the use of class ecowarriors, we will ensure that lights are switched off when a classroom is vacant, we will ensure that when we are in the classroom, lights are used appropriately and natural light is used more if appropriate. We will ensure that if the heater is on, the windows are closed to ensure energy is not wasted. How long will it take?
This will be monitored over the course of the half term.

Who is responsible?
Eco-warriors will be responsible for this in their own classrooms and will monitor usage in communal areas.

How we will monitor progress?
Each class will be given a reward chart and upon an on the spot inspection, will be issued with a green card for items that are seen which are environmentally friendly, and red cards issued for concerns that are identified.

Evaluation:

Eco-Schools Topic: Energy usage across school.

Aim: To monitor and evaluate the energy usage within school.

Action(s):

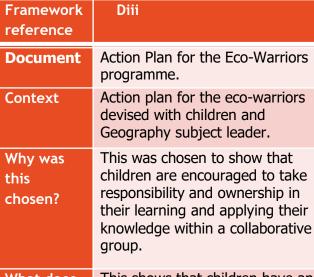
Through support from Amy (Oases), we will identify the sources in the school which use the most energy and identify ways in which changes can be made to promote the environmental issues in the school

How long will it take? Ongoing through the term.

Who is responsible?
Eco-warriors will work with support to identify source of energy and identify sources which create the greatest waste.

How we will monitor progress?
Progress will be monitored
through the information gathered
in the investigation and through
the data collated by the school
business manager.

Evaluation:



What does it show that children know, understand and can do?

This shows that children have an understanding of the environmental issues within schools, the ways in which they can be monitored and addressed to ensure that they have a greater impact and influence amongst their peers. The children also showed their understanding of the causes and effects, recognising that some resources used electricity but that for the children's learning and development it was essential.

Diii) The subject leader oversees effective curriculum making and resourcing, utilising the collective expertise within and beyond the immediate school community.

Wednesday 2nd October 2019

Colette Cooper

St Francis CE Junior School

National Curriculum

KS2 History:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

KS2 Geography:

'Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.'

Rising Stars





History Progression Framework

Numbering system

Contract Contract	Lower Key Stage 2								
Strand		What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look fi (Exceeding ex					
HISTORICAL ENCANLEDGE	An annual resource and a second	Marine Commission Comm	***************************************	Marie Control of the Control					
1. Constructing the part	in J. L. Develop chronologically secure knowledge and understanding of British, local and world hallow; Chtellich-cleer nametives within and across the periods they shally condendant divenment and depth.	II.1.2. The child can identify distrib from several themes, societies, www.ts. and agrificant penals asserted in back, national and global. Natury. Eg. identify some of the poliseements made by Ancient (portion).	In 2.1.5. The child can identify details from lacal, national and global bidding to demonstrate some overall assertment of therees, solicities, events and propin. E.g. floods a subset of details about the Ancient Egyptions and their achievements.	H 2 1.4. The child car perticular Bernes, so some englanation. If, propile, events and of Ancient Egyption per					
2. Sequencing the past	 4.3.2.1. Develop chronologically recure knowledge and understanding of British, local end world hadary. 	m.1.3.2. The chief sun sequence some weeks, risports, themes, per soits and people from topic observed, for providing a five dates and/or period billions and terms. E.g. Chaup a five events, absolutives and antisylants balanging to the discrept and non-Ages.	N. I.I. It he shid an assumes a number of the most significant exents, objects, themes, occories, penals and people in some title Stage 2 topics using some dates, period likels and forms. I.g. Japanese means of the most features of the drance and non-Ages.	H 2 2 & The child can aventis, objects, there within and across top period lakels and ter- comment why a rang belong either to the I					
HESTORY CONCEPTS									
5. Change and development	m.2.1.1. Adulture and device historically valid questions about change, similarity and difference horis connections, contradic and transic over time.	changes occurring within sower Key Stage 2 topics. E.g. Describe	in 2.5.3. The child can make salid dataments about the main similarities, differences and changes occurring within trapes. Eg. Contepose changes into the different section of the Disorday.	H 2 3 4. The child can descripe ments over a topics and across fire oftenges within the 2					

Similar documents for UKS2 History and LKS2/UKS2 Geography are used. I can folders are used with assessment statements taken from this document for children to use to ensure they are aware of their learning journey, next steps and challenges. Staff complete medium term plans cross referencing these objectives and linking them to insight to ensure full coverage. Master document has been created with the Deputy Head to ensure that there is a breadth of knowledge and sufficient coverage of the objectives throughout LKS2 and UKS2.

Diii) The subject leader oversees effective curriculum making and resourcing, utilising the collective expertise within and beyond the immediate school community.

Thematic approach for a broad balanced curriculum

Long term plan — all educational visits are planned based on topics covered in Humanities/Science, where possible. We use Durham Learning Resources to ensure a focus area is in each classroom which reflects the topics being covered and ensures that children are able to research and locate information independently using a range of sources.

	Autumn I	Autumn 2	Carrant	C- : 2	Summer 1	Summer 2
			Spring I	Spring 2		
Year 3	Roman	Place	Ancient	Locational	Ancient	Locational
	Empire and	knowledge —	Greeks	knowledge	Egypt	knowledge
	Impact on	focus on a		based on		compare and
	Britain	European		Greece		contrast
	Hadrian's	country i.e.				
	Wall	Italy.				
	(Vindolanda)	,				
Year 4	Anglo-Saxons	Mountains	Vikings	Locational	Industrial	Railways —
	,		(Jorvik)	knowledge -	Revolution	map work
			Norway	focus on		Route 66.
			5	Norway and		Amalfi
				making		coast.
				3		
				comparisons		Pompeii
				to the UK		
Year 5	Magna	UK	Explorers	Locational	Aztecs	South
	Carta and			knowledge		America
	Middle Ages			, and		
Year 6	Stone Age to	Human	Local History	People	Tudors and	Trade links
	Iron Age	geography -	wwii 3	movements	Shakespeare	Tudor
	5-	settlements	Aydiffe	i.e.	7,54	villages
		20111011101110	Angels, ROF			victoryes
			-	vviriarusn		
			59			

Medium term plan

Medium term planning ensures a broad, balanced curriculum where skills are transferred throughout subjects including maths, computing, writing etc.

Y4 used statistics to investigate climate, precipitation, currency in other countries in order to make comparisons to their own. Used number and place value through problems solving, planning an educational visit to Norway. Children used number and place value to calculate the cost of their educational visit to Jorvik, enabling them to see the cost implications of a school visit.

Other year groups had completed similar tasks.

Framework	Diii
reference	
Document	Local Deputy Head Cluster Meeting (including previous slide)
Context	After the overhaul of the Geography curriculum, a Deputy Head Cluster meeting was arranged and as geography lead, I was provided the opportunity to attend and share the information.
Why was this chosen?	This was chosen to show the links made across the local area with the focus of the geography curriculum and skills.
What does it show that children know, understand and can do?	This shows the collaborative approach of sharing the information and work completed with schools in the local area to gain feedback and to share geography practices.



Where will we go next?

As a school our next steps will be:

- To continue to implement the revised curriculum for Geography making tweaks to the structure where needed and for the benefit of the children.
- To develop fieldwork skills across all year groups
- To continue to develop the effectiveness and role of the Eco-Warriors within school and the local community
- To provide opportunities for children to see the broadness of the Geography curriculum and how the skills apply into job roles, which will hopefully inspire the children.
- Geography themed activities i.e. Geography Awareness Week, Earth Day
- Promote recycling and other projects within school that have an impact on the environment.

As a subject leader my next steps will be:

- To continue to support colleagues in the planning, teaching and delivery of the Geography curriculum.
- To continue to develop and evaluate the Geography LTP, MTP and the skill progression of the children.
- To enhance links with feeder partner school to promote transition and cohesion of knowledge and skills within Geography.
- To embed the key themes of the Eco-Warriors and support them in fulfilling their roles.
- To make links with the community through the Geography projects.
- To inspire young geographers and enable them to see the impact they can have on the world they live in.