


<p>Geography</p>  <p>Subject Lead: Jo Hambly</p>	<p>At St Francis, our geography curriculum is designed to develop pupils' curiosity and fascination about the world and its people that will remain with them throughout their lives.</p> <p>Learners will investigate a range of places, both in Britain and abroad to help develop knowledge and understanding of the Earth's physical and human processes. We provide opportunities to investigate and enquire about our local area, this will support children to develop an understanding of who they are, their heritage and what makes our local area so unique and special.</p> <p>We aim to give our learners strong geographical knowledge, good enquiry skills, the ability to use a range of maps, the skills to collect and analyse data and the ability to communicate information in a variety of ways.</p> <p>We want the children to have a love of geographical learning, gaining knowledge and skills through high quality teaching both inside and outside the classroom. As the future generation responsible for our planet, we want our children to have a sense of respect for the world around them in line with our St Francis mission statement where: Every person matters, every person helps, every person succeeds so that each of us lives "life in all its fullness" (John 10:10)</p> <p>We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.</p>			<p>Covid Catch-Up Plans</p> <p>Link to Key Skills and School Improvement Plan:</p> <ul style="list-style-type: none"> - Co-ordinates in Maths - Opportunities for developing reading for purpose - Transferable writing skills - Oracy: planned opportunities for speaking and listening within groupwork and direct teaching
<p>Teaching</p> <p>Chris Quigley Milestones adapted Subject specific lessons (within a topic-based approach) Key vocabulary prioritised Knowledge Organisers in place (Developing differentiation for SEN and EXS) Sequences of teaching and learning built for each component (built on prior learning and assessed with a POP Task)</p>	<p>Personalised Learning</p> <p>Quality First Teaching Differentiated Learning to meet needs of learners Groupings and seating within class Use of resources, models and images Variety of ways of recording outcomes</p>	<p>Resources</p> <p>World Maps in every classroom Globes Atlases (Early years, KS1, KS2) Compasses Oddizzi subscription GA subscription RGS subscription Digimaps subscription Classroom Secrets subscription</p>	<p>Cultural Capital</p> <p>Fieldwork opportunities Wide range of visits Outdoor learning Economic awareness developed through: - Learning about different countries of the world</p>	<p>Assessment</p> <p>Formative assessments by all adults in all lessons to reframe learning (if required) Verbal quizzes Marking of learning POP Tasks</p>
<p>Inclusion - SEND</p> <p>Quality First Teaching Differentiated learning – scaffolds, vocabulary banks Opportunities for collaborative learning Range of resources including maps, globes and atlases suitable for all learners Transference of IPM targets Now and next boards Diving deeper challenges for more able children</p> <p><i>See also 'Supporting Every Pupil in Geography' document</i></p>	<p>Curriculum Scope and Progression</p> <p>Planning using Chris Quigley Milestones Planned opportunities for development of fieldwork Component parts are planned in conceptual blocks across a half term Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning Progression within milestones identified</p>	<p>Working as a Geographer</p> <p>Each Milestone has been broken down into 'Skills as a Geographer' to demonstrate progression from Milestone 1 through to Milestone 3 Breadth of learning planned encompassing both disciplinary and substantive knowledge Planned opportunities for cross-curricular links as appropriate Discrete Geography sessions taught alongside a topic-based approach</p>	<p>Monitoring</p> <p>POP Tasks - summative Book Looks Learning Walks Flash Visits Pupil Voice</p>	<p>Outcomes</p> <p>Summative assessment in the form of POP tasks is made by class teachers at the end of each half term. Data is used to identify trends in classes, year groups and across the school, and inform future planned learning.</p>
<p>Disadvantaged Pupils</p> <p>Quality First Teaching Opportunities for collaborative learning Range of resources Planned visits and visitors for experiential learning – 10% reduction in cost</p>	<p>Transition</p> <p>Information and data sharing with class teachers Links with secondary school to share information Curriculum sequencing equips children with the substantive and disciplinary knowledge for the next stage as a Geographer Children take book with them through the school to understand their progression as a geographer</p>	<p>CPD</p> <ul style="list-style-type: none"> • Termly Geography leads meeting with Kernow Learning • Independent reading and research • Dec 2020: Geography staff meeting • April 2021: Geography staff meeting: Oddizzi • Jan 2022: Geog staff meeting: fieldwork 	<p>Strengths</p> <p>Well-resourced Standard of learning in books Development of children's knowledge of both disciplinary and substantive Geography Working walls support learning Development of Vocabulary Children enjoy geography</p>	<p>Next Steps</p> <p>Disseminate and Embed the recommendations from the Ofsted Research Review into Geography</p> <p>Monitor teaching and learning of Fieldwork – Is this purposeful? Is this progressive? Does this develop the disciplinary knowledge of being a Geographer?</p>

