**INTENT**

|  |
| --- |
| **Purpose of Study** |
| At Roby park we shape our Geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for Geography. Ultimately, we aim to develop the quality and depth of learning in order to give pupils, skills, knowledge and cultural capital they require to progress successfully to KS3 and beyond. |
| **Intent from Subject** |
| The curriculum at Roby Park is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children’s spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.  At Roby Park Primary School, we seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. We want to equip pupils with knowledge about diverse places, people, resources, developing understanding of physical and human environments. As pupils progress, we want their geographical knowledge to help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.  We want our pupils to understand that they are part of a delicate world which is shaped by human and physical processes and that we all have a responsibility to try to protect and preserve our planet. We want them to understand their place in the world and that beyond the locality of school, there is a diverse culture, climate and environment, and a varied land use. Our pupils will broaden their understanding and sense of place in the world by studying contrasting localities both inside and outside of Europe, the impact of humans on our planet and the vast power of nature. We want our pupils to experience Geography in context and outside of the classroom, so we place importance on fieldwork.  The Geography curriculum at Roby Park enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Roby Park and also to their further education and beyond. |
| **Aims from National Curriculum** |
| 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: * 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. |

**IMPLEMENTATION**

|  |
| --- |
| **Teaching & Learning** |
| **Organisation and Curriculum Coverage**  At Roby Park Primary, Geography is taught discreetly, whilst employing meaningful links to other subject areas. It is taught as part of a half termly topic, alternating with history. Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children’s different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion  To ensure high standards of teaching and learning in Geography, we have implemented a curriculum that is progressive throughout the whole school. Every lesson builds on knowledge, skills and understanding from previous lessons and prior learning in earlier year groups. Lessons are taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.  Teachers use a variety of teaching and learning styles in Geography lessons, combining these with enquiry-based research activities. We encourage pupils to handle artefacts and to ask and answer geographical questions.  Pupils are given opportunity to explore a variety of geographical data such as maps, statistics, graphs, images, aerial photographs, geographical footage and use ICT, including Digimap’, an online mapping tool, to enhance their learning. Wherever possible, pupils engage in ‘real’ geographical activities.  They engage in critical thinking activities, such as researching a local environmental problem, visiting relevant sites and carrying out fieldwork.  **EYFS**  The Early Years Foundation Stage (EYFS) follows the ‘Development Matters in the EYFS’ guidance which aims for all children in reception to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year.  **Entry and Exit Points**  At the beginning of each topic, the topic is introduced via a WOW day. This can include enquiry based activities, workshops, visitors, dress up, Art enrichment or even a trip. The exit point is an opportunity to celebrate all that has been learnt.  **Resources**  Existing Geography resources are stored in class stock cupboards and are organised into topic themes, which are clearly labelled. The School Library Service provides a range of artefacts and topic related books to each class, every half term.  Teaching and learning in Geography is supported by a number of apps which can be accessed with the support of the Subject lead.  It is the responsibility of the class teacher to ensure they pack away all resources in the relevant class topic box for the subject at the end of each half term and to ensure all resources, artefacts and books are well looked after in class. All communal resources should be returned to their homes so all staff can access them.  **Knowledge Organisers and Quizzes**  At the beginning of every unit of work, the front cover will be a knowledge organiser to introduce the key concepts, knowledge and vocabulary. At the end of the unit, children will complete a quiz as part of their assessment to assess the ‘sticky knowledge’ taught which children can recall.  **Displays**  Each class is expected to have a topic table for each of the Geography schemes of work where books and other artefacts are displayed and easily accessible for children.  Every class will display a half termly A3 size Knowledge Organiser along with key vocabulary in their classroom. Examples of processes and learning will be displayed as well as end of unit outcomes.  Whole school Geography displays will be produced in communal areas around the school, led by the Geography subject lead.  **Home Learning**  Geography home learning opportunities will be set through half termly ‘Thinking Homework’ projects where children can select from 9 different tasks. Home learning collaborative displays will be visible around the school, in communal areas.  Home learning will be set in the second week of every half term, via Seesaw. Depending on the task chosen determines whether home learning will be uploaded via Seesaw or will be brought in physically.  **Presentation**  Handwriting and presentation is a whole school priority and the highest standards are expected across the curriculum. Presentation reminders will be glued in the front of all books and children will be reminded in all lessons of handwriting and presentation expectations. Staff will model the expectations throughout the curriculum.  **Planning**  All planning should be readily available in planning folders. Humanities lessons should be mapped out on the Humanities Medium Term Planning template and then Smart Notebook slides should be used to ensure a clear, progressive learning journey.  Plans should be available from the beginning of the week, should anyone need to take your class. |
| **Cross Curricular Links** |
| High quality Geography provision intrinsically links to and enhances other areas of learning.  There are many opportunities to employ maths skills such as through scale, statistics and co-ordinates in mapping. Whilst links to science are evident in the study of weather and climate or in explanations of physical and human processes. Opportunities are facilitated for children to engage with extended reading and writing skills, in a variety of genres. Map drawing skills utilises a variety of art techniques and creative activities. ICT is evident throughout the Geography curriculum including the use of ‘Digimap’, an online mapping tool, which can also show historical maps to demonstrate how physical and human Geography has changed over time. Where purposeful, cross curricular links are made and highlighted on both medium and short term planning.  Cross curricular outcomes in Geography are specifically planned for, with strong links between Geography and morning literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. |
| **Inclusion** |
| All pupils are entitled to access the Geography curriculum at a level appropriate to their needs.  To ensure inclusion, teachers use a range of strategies in line with the school’s inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.  The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.  Through the use of KWL, teaching takes account of children’s own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging Geography curriculum and this is supported through a number of links with places of geographical interest in the immediate and wider locality and regular heritage projects which engage the children further through practical learning activities. |
| **Equal Opportunities** |
| At Roby Park Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.  Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge. |
| **British Values** |
| In Geography, pupils look at how different cultures live and work throughout the world. Through this teaching, pupils acquire an appreciation of and respect for their own and other cultures. When studying climate change, human Geography and natural resources students are encouraged to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. We offer a wide range of experiences and challenges that enrich our core curriculum. This allows our pupils to learn outside the classroom and develop the skills for the world beyond the primary education. Below are some examples of how we achieve this through:   * Theme weeks – STEAM week, World Religion Week, Growing Up Week * WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting * Celebration afternoons to celebrate and exhibit our learning with the wider community * Invite visitor’s in – local artists, historians * Educational visits, workshops and residential trips – art galleries and museums * Fundraising and awareness days – Harvest/food banks, Macmillan Coffee Mornings, Yellow Day, Sports Relief, Comic Relief, CiN, Cycle4Sepsis, Christmas Jumper Day * Enterprise week – Y5/6 Fiver Challenge * ‘Keep safe’ curriculum – Bikeability, Friendship Week, Road Safety, Bonfire Night safety, Internet Safety, Gang Awareness, Say No to Knives workshops * Wider opportunities – Languages Day, Musical Instruments, Extra-curricular club offer * Sporting events – inter and intra competitions with the collaborative schools and KSSP * Collaborative events with local schools * Festivals, celebrations and performances – Musical concerts, Peace Proms, Pantomimes, Christmas productions, Easter celebrations, class assemblies   Fieldwork is integral to good Geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. We utilise our local environment to support the teaching of Geography, such as mapping our school, trips to the local river and providing opportunity to participate in an orienteering activities to develop their map reading and compass skills. At the beginning of each Geography topic children will take part in a ‘wow’ day or activity, to engage and promote curiosity, and then at the end of each topic children will celebrate all they learned. This may include fieldtrips and visits or visitors and theme days. |
| **Community Links** |
| Geography provides many opportunities to connect with the local community. Our curriculum ensures that pupils have the opportunity to study their locality and employ key geographical skills to examine its human and physical Geography. Through activities such as litter picking and visits to the local recycling plant, pupils gain an insight into how they can positively impact on the environment in which the live. |
| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health.  At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

|  |
| --- |
| **Impact** |
| The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children’s outcomes.  Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.  Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning**.**  Outcomes in topic books, evidence a broad and balanced Geography curriculum and demonstrate children’s acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary. Children also record what they have learned comparative to their starting points at the end of every topic, using the end of unit Knowledge Organiser Quizzes.  As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children’s spiritual, moral, social and cultural development is further supported by the school’s links with international partner schools.  Children are able to learn about careers related to Geography from members of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education. |
| **Assessment** |
| At Roby Park Primary, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made.  Teachers’ own formative assessments will be based on learning objectives and success criteria identified in their planning, and evaluation of lessons. Feedback is given to children in line with the school marking policy.  Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children’s geographical skills. Assessment is supported by use of the following strategies:   * Observing children at work, individually, in pairs, in a group and in class during whole class teaching. * Using differentiated, open-ended questions that require children to explain and unpick their understanding. * Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting. * Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes. * Use of the ‘what I know already, what I want to know and what I have learnt’ (KWL) strategy throughout a unit, alongside specific and measurable LOs for each lesson with child and teacher review of the agreed success criteria. * End of unit Knowledge Organiser Quizzes.   Half termly assessments of objectives taught will be updated on Insight for foundation subjects. Steps that children are working at will be recorded at the end of each term. Teachers will record children’s performance against the age related objectives for the curriculum and decide whether children are working towards, at or above age related expectations. Assessments are used to inform planning and close gaps, in order to accelerate progress. Subject leaders will analyse termly data and address areas for curriculum development.  Pupils’ work is recorded on Seesaw where pupils are able to self and peer assess. |
| **Monitoring and Evaluation** |
| The monitoring and evaluation of Geography is to ensure that children at Roby Park are equipped with Geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.  Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:   * Ensure there is clear progression throughout the school * Creation of termly data reports * Reporting to SLT & Governors * Pupil voice * Work samples * Learning exploration blinks * Developing cultural capital opportunities and events * Identify any training needs and offer extra support and guidance to staff when it is appropriate * Ensure that there are suitable resources to help with the teaching and learning of their subject |
| **Review Date** |
| **Policy Agreed:** July 2020  **Policy Review:** July 2021 |

**Appendices**

|  |  |
| --- | --- |
| **KS1 Presentation Expectations for Books** | **KS2 Presentation Expectations for Books** |
| [**KS1 Shared Reading & Phonics Presentation Expectations**](https://drive.google.com/file/d/1RAvqMRJNMPpJCSeFdiwQwPfLXgKZkCnL/view?usp=sharing)  [**KS1 Presentation Expectations**](https://drive.google.com/file/d/1oku05fdY5pAUi3gZoLORNtHo3LkE00mN/view?usp=sharing) | [**KS2 Shared Reading & Spelling Presentation Expectations**](https://drive.google.com/file/d/1Z2odfoGtDMp7prt3y8r0ho7u_jv5XQkp/view?usp=sharing)  [**KS2 Presentation Expectations**](https://drive.google.com/file/d/1qI49McjDrYva9gfIlwiX_7eVNC5pWDS4/view?usp=sharing%20) |

|  |  |
| --- | --- |
| **Geography Curriculum Map** | **Geography Progression Map** |
| [**Roby Park Geography Curriculum Map**](https://drive.google.com/file/d/1oVaGzvxMA4KnHA1H0TCHJgipn-KLNGwt/view?usp=sharing) | [**Roby Park Geography Progression Map**](https://drive.google.com/file/d/1MNHhBtjHrihWfY-TIZhMethDWp6nCwHe/view?usp=sharing) |

|  |  |
| --- | --- |
| **Geography Cultural Capital Events** | **Geography Resource List** |
| [**Roby Park Humanities Cultural Capital Enhancement Events**](https://drive.google.com/file/d/1XfGYCauUOpGx4BTYY2ijdNr31UjfjT89/view?usp=sharing) | [**Geography Resource List**](https://drive.google.com/file/d/1kYYqurmOf1_vR_Tk4Z52HzGw_9s0WWML/view?usp=sharing) |

|  |
| --- |
| **Subject Lead Monitoring Schedule** |
| **[Annual Subject Leaders Monitoring Cycle](https://drive.google.com/file/d/1rNFQAjuGBkGk-GE4Lrixdd4OF6sK3fOO/view?usp=sharing)** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Geography Knowledge Organisers** | | | |
| **Year 1** | [**Aut 2 KO**](https://drive.google.com/file/d/1YQ3KT07XH7om6takeJCJkkZ5qcXtJpjK/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1_3S771FlswyXU82h658WgnwY6HRzlspW/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/1Iw8CvN_cYLqEwCO3N5r4CSMK0m23kAXb/view?usp=sharing) |
| **Year 2** | [**Aut 2 KO**](https://drive.google.com/file/d/185StcSJ9SyEqFYSnIMtFQunr30c2Wwin/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1ctIurqrHwbaApZVZfZ2Ua9S04YGh5RiM/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/14NWb03Tf9K0xUrcubkSt3psdG0ToGTUv/view?usp=sharing) |
| **Year 3** | [**Aut 2 KO**](https://drive.google.com/file/d/1AtRfG_qoR9ZOyehx7Taet6c2tEjB2AJS/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1gJP_tUTRHH2MSSv8rd9MdVeUPRXT9Okv/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/1A3bfyd6rC0B0W6Z3VktDxl8PYM5peJGK/view?usp=sharing) |
| **Year 4** | [**Aut 2 KO**](https://drive.google.com/file/d/1LE9lHqw0E1J8ydPOOOpvP_EIFCjfym2y/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1RXbrIMv7LXegW7XpiR34GGlA6GrhXt2t/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/1odPFfhIWoIjb0DwnYTMfAY1UHufp5n4k/view?usp=sharing) |
| **Year 5** | [**Aut 2 KO**](https://drive.google.com/file/d/1Hgvfe2TIUYYYvgScmEO88HL4u4v1h2NZ/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1MgfCizjvYXjgjO--L7QFM1OGwpxdnfaN/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/1YpxtrMupaqn_u43magJ9jmHiSt4f3JKE/view?usp=sharing) |
| **Year 6** | [**Aut 2 KO**](https://drive.google.com/file/d/1bbx1XhkLeV9VhtiWHIb_rSDQYw7zdtRP/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1kGOlAefTPxKlUTvagpneHgBFsmKvLAua/view?usp=sharing) | [**Sum2 KO**](https://drive.google.com/file/d/1BTGaFY9-B7ccz362UGOcstwt85ecsWvO/view?usp=sharing) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Geography Thinking Home Learning** | | | |
| **Year 1** | [**Aut 2 Home Learning**](https://drive.google.com/file/d/1qHcYTs6OVWHBh_LqM8MPQo983-f6sbhl/view?usp=sharing) | [**Spr 2 Home Learning**](https://drive.google.com/file/d/14eQFOrMpCdD2UX8mPyWd0WwpHFib4qN5/view?usp=sharing) | [**Sum 2 Home Learning**](https://drive.google.com/file/d/1vSFHsNx45lzk5iy_yLFILkaHIraOE-nB/view?usp=sharing) |
| **Year 2** | [**Aut 2 Home Learning**](https://drive.google.com/file/d/1jSXVkvNWVZGkm5LLrjv5Wak83lAbRyi3/view?usp=sharing) | [**Spr 2 Home Learning**](https://drive.google.com/file/d/13FAsR1mh0UVgruenwBuwLMo2jVEme4Mc/view?usp=sharing) | [**Sum 2 Home Learning**](https://drive.google.com/file/d/15JlBzbPY-Gl2itTiEyzwZlY6zibkfiVH/view?usp=sharing) |
| **Year 3** | [**Aut 2 Home Learning**](https://drive.google.com/file/d/1l5VTaDIbC8c7FuvE6dx612aPICYGzSDG/view?usp=sharing) | [**Spr 2 Home Learning**](https://drive.google.com/file/d/1OTXPOYVz1QeJ7j-_5ceVRcYIju_ieMHh/view?usp=sharing) | [**Sum 2 Home Learning**](https://drive.google.com/file/d/1aEiRiuab38LEatTYSycGNomauEZPmA4N/view?usp=sharing) |
| **Year 4** | [**Aut 2 Home Learning**](https://drive.google.com/file/d/17JBSqtId5WpLM2ija5sbe7B3O6X-D6JS/view?usp=sharing) | [**Spr 2 Home Learning**](https://drive.google.com/file/d/1CJOHu_ETYjgjqMqOUm_LEZi3hTceJ8Te/view?usp=sharing) | [**Sum 2 Home Learning**](https://drive.google.com/file/d/14sJsCDxcMXPjdCzToTg7SqUah_JgwHsc/view?usp=sharing) |
| **Year 5** | [**Aut 2 Home Learning**](https://drive.google.com/file/d/14uufN7AayhGrQ5YR6_LpbPK7_ZCt6EMH/view?usp=sharing) | [**Spr 2 Home Learning**](https://drive.google.com/file/d/19Kc04G3H1nfnvi3dI13DnOgK6ioESIvP/view?usp=sharing) | [**Sum 2 Home Learning**](https://drive.google.com/file/d/1FuOlcp9iVWGPvXT53hIyd8w_287dqeUD/view?usp=sharing) |
| **Year 6** | [**Aut 2 Home Learning**](https://drive.google.com/file/d/1QBgW9O3B0PhpDIEoj3JY11mgUrZT6wJ-/view?usp=sharing) | [**Spr 2 Home Learning**](https://drive.google.com/file/d/1Ebfi5pip_dGS_7jgtRBLGL1DKtMFW9dO/view?usp=sharing) | [**Sum 2 Home Learning**](https://drive.google.com/file/d/1lpO_oYEgkShioNEuAPlsn5yRICM6X90d/view?usp=sharing) |