

Intent

The intent is to create a curriculum that is based on real life experiences encouraging children to ask big questions about their world. That they learn to grow as artists, historians, musicians, designers, coders, scientists, writers, readers, mathematicians...and flourish as lifelong creative thinkers.

The curriculum serves the needs of the children, building courage, compassion and independence to be a champion for what they believe in. They are courageous advocates for themselves and others in the local and global community.

At Canon Pyon Primary School Geography enables children to develop their understanding of the physical and human characteristics of their world. Children are inspired by exciting and relevant topics and can see a link with Geography in school and their own futures. They will study diverse places across the globe and will compare these places with their own environment. Children will in turn develop a passion of the world and a sense of responsibility for sustaining it. Children develop their knowledge of the location of places on a local, national, and global scale. Teaching is inventive and inspiring with drivers aimed at capturing children's enthusiasm for real life experiences.

Children at Canon Pyon will become competent in using key geographical skills and completing fieldwork extending their skills in investigation, data collection and presentation. Their work will provide them with skills adaptable across the curriculum.

They will ask and answer important questions based on maps, images, real life accounts and data.

What Geography looks like in our School:

- Inspiring and challenging lessons
- Children working independently and in groups
- Opportunities for critical thinking and discussion
- Exciting and creative lessons linked to our Big Question topics • Cross curricular and discrete lessons
- Creative work, exploring ideas and recording experiences
- Exciting field study
- Using and creating maps
- Children who talk about the environment and how humans impact this
- Children who want to make a difference to their global future

By the end of EYFS pupils will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

- Understand some important processes and changes in the natural world around them including seasons

By the end of Key Stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge:

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- Place knowledge:
 - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

By the end of Key Stage 2:

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.

Locational knowledge:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- Human and physical geography: Describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Implementation

This is how it works:

- Lessons provided through cross curricular or discrete lessons
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Children will have had the opportunity to use a range of good quality tools and resources and develop competency in using them safely

- Workshops, trips and fieldwork days that bring topics to life

This is what adults do:

- Teachers and phase teams work collaboratively to support each other in the teaching of Geography, understanding and applying current developments in the subject, and providing direction for the subject in the school.
- Teachers who show enthusiasm for the subject regardless of personal capabilities
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement.
- Create a positive learning environment to encourage discussion and personal opinion • Ensure a safe working environment
- Look for opportunities to use specialists and outside providers when necessary

This is how we support, challenge and ensure all children can access the curriculum:

Our Christian vision challenges all subject leaders to reflect on ensuring that the English curriculum helps all pupils to belong and access learning, appropriate to their needs and abilities. Inclusion and *belonging* is a thread that runs through every area of the school enhanced by collaboration between senior leaders, subject leaders, the SENCO, class teachers, support staff, external agencies, parents and most importantly, the child. At Canon Pyon Church of England Academy, every teacher is a teacher of SEND and every leader is a leader of SEND.

Special Educational Needs and Disability (SEND)- Including the Lowest 20% of Learners

We firmly believe that *Quality First Teaching* is the solid foundation on which effective SEND provision is built. The first step to children having access to a broad and balanced English curriculum is through appropriate differentiation by skilled and nurturing teaching staff, who have ambitious expectations of their own teaching and students' learning. Differentiation is not a simply case of providing different worksheets, for example. Differentiation is adapting the work, success criteria or support given to help children achieve or make progress.

Differentiation- or adaptations- may include:

- Alternative tasks
- Different objectives or goals within a task
- Resources or learning aids
- Amount of adult support within a task
- Frequency of monitoring within a session
- Time given to complete tasks
- Style of language used
- Style of questioning used
- Use of peer support
- Classroom organisation and grouping
- Level or style of feedback given

Differentiation takes many forms to help learners to *belong* within lessons, *believe* in their ability and *behave* in a way that applies their skills. Further support to help inclusion and overall pupil progress in this subject area may include:

- Targeted intervention programmes, which have a proven and measurable impact on progress.
- Have specific 1:1 or small group intervention, including support from Learning Mentor
- Celebration of achievement, as well as attainment
- Time given, as appropriate, to any emotional or behavioural support that may-in turn- be barriers to learning in this subject area
- Monitor pupil attitudes to subject and using pupil voice to ensure that learners have ownership of subject area/tasks
- Specific enrichment activities, visits or events planned/attended in order to suit the needs and interests of specific groups of learners
- Pupil progress meetings, involving the pupil(s) and any relevant adults
- Data analysis, whether this is quantitative performance data from tests, for example, or qualitative data from questionnaires or monitoring observations
- The provision of good quality and relevant training for all staff members.

Other Pupil Groups- Including More Able and Talented (MAT) and the Highest 20% of Learners

We believe that all children have individual gifts, interests and talents. Some children may exhibit a skill that is advanced in comparison to their peers. As a result, such pupils will require a higher level of challenge in order for them to *belong*, be included within English sessions and have their needs met. More able and talented pupils (MAT) will also receive differentiation and support appropriate to their needs.

Adapting tasks and providing opportunities to help all children to achieve well will also depend on the diversity of the groups of learners that are represented at Canon Pyon Church of England Academy.

Groupings of learners that could identify trends, spikes or dips in overall progress may include:

- Forces children
- Gender
- Behavioral needs
- Children with emotional needs
- EAL children

- Age (i.e summer born)
- Attendance
- Family support
- LAC
- Ethnicity
- Those experiencing tragedy or loss
- Low self-esteem

This list is not exhaustive and neither are the methods mentioned in how learners can be catered for in this subject area. We are a listening school and are constantly reflecting on feedback from adults and children, with the constant goal of helping all learners.

Impact

This is what you might typically see:

- Happy and engaged learners
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are, creative and fun fostering a love of learning
- Children demonstrating a rich vocabulary • Curious children who ask questions and take part in discussions
- Children who understand the importance of making mistakes and persevering to work through problems
- Confident children who are willing to persevere

This is how we know how well our children are doing:

- Informal judgements based on observation during lessons.
- End of term assessments
- Annual assessments in line with the National Curriculum in England 2014
- Summative assessment discussed during transition meeting with next class teacher This is how Geography contributes to the spiritual, moral, social and cultural development of the child: Canon Pyon's well planned curriculum allows children to question and express ideas on a variety of issues e.g. climate, pollution, wealth/resource distribution.

Within Geography lessons children are given the opportunity to work collaboratively and communicate effectively with each other. We encourage children to reflect on evaluate their ability to work together and to discuss how their communication had an effect on their learning – we promote team work, sharing skills and listening and respecting views of others. Learning and tasks

Geography Curriculum Intent, Implementation and Impact 2022-2023



are planned to support the development of confidence. Outdoor work is planned to promote out of classroom education and experiences.

This is the impact of the teaching:

At Canon Pyon the pupils can talk confidently about what they have learnt. Children understand the skills needed to be an effective geographer and can identify parts of their world on a local, national and global scale. They can make and read maps and analyse images and data to comment on information. Children can talk about physical and human features of the world and debate the human impact on these elements. Children can use investigation skills to tackle practical geography enquiries at an appropriate field work level. You will see children who are developing their own sense of identity and see the diversity of human experience through studying Geography. What they learn at Canon Pyon can influence their decisions about personal choices, attitudes and values. Children demonstrate Christian values in their learning when reflecting on Geography.