

GEOGRAPHY AT
INGOLDISTHORPE
C of E VA PRIMARY SCHOOL



Implementation

We aim to implement geographical knowledge and skill sets by planning lessons that are informed and aligned with the national curriculum with strong cross curricular links between Geography and other curriculum subjects. All are laid out in our rolling curriculum plan that ensures progress and deepening of understanding throughout the duration of primary education. We have strong links to our local area to enhance local knowledge and provide us access to high quality school visits to locations such as local wetlands and beaches. Great consideration is given into the progression of children's learning in Geography as well as support for our SEND children to ensure an inclusive curriculum for all. We use a rich range of resources such as relevant reading materials, atlases, photographs, geographical tools, and access to technology for research purposes and to support learning. Outcomes are closely monitored to assess understanding, extend learning and ensure progress for all.

Intent

At Ingoldisthorpe, our Geography intent is to plan and teach engaging lessons that are informed and aligned with the national curriculum. Our aim is to equip pupils with a rich knowledge about diverse places, people, natural and human environments, together with a deep understanding of the Earth's key physical and human processes. To develop contextual knowledge of the location of globally significant places. To communicate geographical information in a variety of ways, including through maps, numerical and

quantitative skills and writing at length. Children are equipped with transferable skills + support and progress their learning throughout their primary school education.

Our progression maps

Geography	EYFS		Year 1/2	
Africa Hot/Cold places Map skills	Key knowledge:	<ul style="list-style-type: none"> -where the hot and cold places are on globe/ conditions -what is climate change and how can we help -introducing maps and first atlas 	Geography Skills & Field Work Atlases, large scale maps of the world, continents, Australia	Key knowledge:
	Key skills:	<ul style="list-style-type: none"> -to recognise colours on maps mean different things -make own simple map 		Key skills:
	SEN/G&T:	<ul style="list-style-type: none"> -visual resources, simplified instructions, adult support -details on maps - continents, use of a simple key 		Key skills:
				SEN/G&T:
				<ul style="list-style-type: none"> -adult support, differentiated resources, visual resources -extend knowledge to countries and make comparisons. Extended vocabulary

Year 3/4		Year 4/5	
Place knowl edge / map work Field work/l ocal study	Key knowledge: -Naming countries in Europe -Identifying key Stone Age sites/settlements -physical geography (countries, counties, woodland, hills etc) -Human geography (types of settlement) The water cycle (evaporation, condensation, precipitation)	Ancient Egypt In depth study of countries and locations knowledge in the continent of Africa	Key knowledge: -identify longitude/ latitude, equator, hemispheres, tropics/arctic circle, poles and differences in time zones -locate continents, countries, cities -use 6pt or 8pt grid references to locate places on maps, symbols / keys -map skills of Africa and locational knowledge
	Key skills: -using digital maps and atlases -using a key -Using ordnance survey maps of the local area -studying the local area -knowing differences between human and geographical features		Key skills: -to use maps, atlases, globes to describe countries and features, compasses -to build knowledge of world map -to build knowledge of grid referencing
	SEN/G&T: -adapted maps -adult and peer support -extending vocabulary - transpiration, ground and surface flow		SEN/G&T: -simplified maps, globes and differentiated work, peer or 1:1 work -8 point grid references, symbols, keys, scales and use of detailed ordnance survey maps, peer support

SEND in Geography

All of our learners are included in all of our lessons where appropriate, and adaptations are made to enable our learners to access the learning. All teachers at Ingoldisthorpe Primary School have extensive knowledge of their students and are able to make reasonable adjustments to enable children to participate and learn with their peers. Reasonable adjustments will be made in communication with parents and always at an appropriate stage for each specific child.

Adjustments may include:

- Adapted objectives and learning resources to meet a child's cognitive ability.
- 1:1 session with a trusted adult
- Small group sessions

- Peer work
- Support in class with an adult
- Coloured and adapted visual resources
- Hands on activities and sensory breaks where needed.

Most able children in Geography

At Ingoldisthorpe Primary School we set high expectations and ensure all pupils are provided with the opportunity to reach their fullest potential. Through our knowledge rich, topic-based curriculum and our extensive knowledge of all students, we are able to identify and foster the gifts and talents of all our children. Adjustments will be made to further challenge learners.

Adjustments may include:

- Additional writing and reasoning tasks
- Opportunities to lead group tasks
- Supporting peers in partner work
- Communicate further understanding to the peers and adults
- Use of further questioning

Impact of Geography

At Ingoldisthorpe, we obtain high outcomes in Geography that reflect our knowledge rich curriculum. The impact of our Geography curriculum is evidenced in the following:

- High outcomes in end of topic teacher or child assessment.
- High outcomes in our English lessons and other curriculum subjects, reflecting our strong cross curricular and transferring of skills and knowledge.
- Children demonstrating use of key vocabulary in their talk evident when consolidating knowledge and revisiting prior learning.

- Children's personal interest in geographical topics, evident in their choice of reading and library books also demonstrating a level of understanding and passion for the subject.
- Children sharing their learning with pride in our weekly sharing assemblies.