



Northowram Primary School

Geography guidance

2019- 2020

Curriculum Pledge



“Children benefit from an inspiring curriculum. Leaders ensure that children receive excellent opportunities to develop their knowledge of subjects beyond English and Mathematics.” (Ofsted 2016) “The wider curriculum in Years 4, 5 and 6 is taught by subject specialists who dedicate their afternoons to teaching their subject across all six classes. This arrangement is leading to in-depth teaching, often at higher levels than typically seen and much appreciated by pupils and parents. In their own words, pupils feel ‘they have the best teachers for the job’. “ (Ofsted 2016)

Intent

To achieve the aims of our school vision, we are committed to:

- Ensuring all our children receive their full legal entitlement to learning programmes in all curriculum areas in all year groups.
- Providing a full curriculum (enhanced by out of school visits and visitors to school) in all subjects throughout each year including year 6. Our curriculum is not narrowed for exam or test preparation.
- Ensuring that, in addition to the skills and knowledge, which is required learning in each subject as detailed in the National Curriculum, our curriculum is also planned to include explicit teaching and learning related to human values (e.g. respect, diversity, equality, tolerance, kindness) and responsible citizenship.
- Ensuring that high quality teaching in every curriculum area leads to excellence in pupil outcomes, in all curriculum subjects.
- Ensuring that our children extend their learning in a wide range of curriculum areas beyond the hours of the school days through our provision of extra-curricular clubs. Our target is that upwards of 50% of our children will take part in clubs in any given year. We offer a wide range of clubs including those linked to PE (many types of dance, PE and sports clubs), the creative arts and music (e.g. choirs, recorders, samba, drumming, violins). Children are provided with an annual opportunity to showcase their talent and progress in these areas in our annual ‘Soiree’ performances.



Implementation

- At the upper end of school (years 4,5 and 6), our research, monitoring and evaluation have shown that curriculum subjects (Music, French, Geography, Computing, Art, Design and Technology, Science, PE, History, RE) are most effectively taught by subject specialist teachers who have a high level of subject knowledge in their curriculum area. In years 4, 5 and 6, our teachers specialise in one or two curriculum areas and our children receive instruction from different teachers for each subject. Our children have the best teachers for each subject.
- In years 1-6, all curriculum subjects are taught discreetly rather than being taught in a topic-based way. In this way, we ensure that specific skills and knowledge linked to subject are taught, learned and built upon year on year. Children have workbooks for all subjects including practical subjects (e.g Art, Design and Technology, PE) where they record their work, ideas, reflection and progress. Work in all subjects is assessed and marked with regular individual feedback given.
- Our school provides a healthy budget for the provision of high-quality resources for every curriculum area. Lead teachers for each subject place resource orders on an annual basis to replenish resources and source new resources to ensure that high quality resources are available for the children to maximise learning in all curriculum areas.
- Children receive weekly PSHCE lessons. Our PSHCE curriculum is delivered through high quality circle time sessions every Friday afternoon. All our teachers are trained in delivering high quality circle time sessions based on recommendations from national experts in this area.

Impact

- Lead teachers for each curriculum subject undertake regular monitoring of outcomes (through pupil interviews and workbook scrutinies) and the quality of instruction in each curriculum area through lesson observations. Lesson observations linked to English, Maths and all other curriculum subjects take place each year.
- Lead teachers for each subject in year 1,2,3 team and key stage 2 team work together to ensure that progression and coverage in each curriculum subject is robust.
- Each subject has well defined assessment processes which are used to track children's progress in each area, report progress to parents and to provide valuable feedback in each subject to individual children.

Long Term Plan



Northowram Primary School

Y1 Long Term Plan 2018/2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography		The world: The equator , 7 continents of the world and 5 oceans.		The World: Recap of Continents and Oceans. Hot and cold climates of the world and northern and southern hemispheres	Our School and local area Aerial maps. Use of fieldwork and observational skills to study the geography of school and its grounds.	

Y2 Long term plan



Subject/Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	Local study		Countries and Capital Cities of the UK (Seaside – physical and human features.			Contrasting Non- European Country Physical and Human Features

Y3 Geography – Summer term

European countries – Countries and capital cities, rivers, mountains, climates, land use and energy distribution.



'Geography' Year 4,5 and 6 Long Term Plan 2018 - 2019

Subject/Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4		'Our Local Area' - Halifax		Rainforests		Whitby – Contrasting UK locality
Year 5		Rivers		Flooding		Mountains
Year 6		National Parks – link to residential to Howtown		Fair Trade		Natural disasters (volcanoes, earthquakes and tsunamis)

Progression skills document

Year Group	Location Knowledge Place Knowledge	Human and Physical Geography	Geographical Fieldwork and Skills
1	Understand land (continents) and water (oceans) on a map Make observations about photos of places	Identify basic features of the local area	Use basic geographical terminology Use simple world maps
2	Recap continents and oceans. Countries and capital cities of the UK. Describe what places are like in the local area and compare Describe places other than my local area	Describe what gives my local area character Describe and compare the physical features of my local area Try to explain why some things are located where they are	Use simple geographical words Investigate the answers to given geographical questions Map reading Making maps 4 point compass directions
3	Recap continents and oceans. Recap countries of UK Locate major cities and countries are in Europe. Location of mountains and rivers in the Europe	Explore physical and human features of Europe Land use of Europe	Ask geographical questions and investigate the answers Use geographical words Use maps and atlases 4 point compass directions
4	Recap continents of the world. Find UK on world map. Label countries of UK Locate our county and other counties of the UK. Locate Brazil on world map Locate coastal towns of the UK Lines of longitude/latitude and tropics	Identify and describe the land use of Halifax Identify and describe the biomes of world Identify and describe rainforests Explore the effects of deforestation Identify and describe coastal features	Ask geographical questions and investigated the answers using a range of skills Use geographical words 8 point compass directions 4 figure grid references
5	Locate locations of world to compare to local area Compare local uses of river and use of rivers in alternative place in the world Locate other areas in the world where flooding effects people Location of UK and world mountain ranges – recap of continents	Identify and describe uses of river Identify and describe parts of river Describe the journey of river Recall the water cycle Identify the effects of flooding Describe and explain the formation of mountains	Ask relevant enquiry questions Use different sources of information Present my conclusion in a sensible way 8 point compass directions 4 figure grid references Use OS codes Use Contour lines
6	Recap countries of the UK Recap continents of the world Location of national parks in the UK Location of countries around the world Locate active/dormant volcanoes and earthquakes around the world Locate plate boundaries around the world	Identify and describe national parks Identify features of national parks Describe tourism and identify the impacts of tourism. Explore trade links of UK and the wider world Understand and explain the formation of volcanoes , occurrence of earthquakes and tsunamis	Ask relevant enquiry question Suggest an appropriate sequence of events Reach consistent conclusions that consider other people's opinions 8 point compass directions 4 and 6 figure grid references Using world maps Using OS maps

Teaching Geography 'The Northowram Way'



- Geography is taught as a discrete subject across years 1-6. It is taught using a variety of resources including pictures, texts, videos, maps, atlases and interactive technological resources to give the children a broad knowledge base of the world in which they live and their local area.
- Modelling is used in every lesson to scaffold the children's learning. The skills to infer from photos, to read maps and to summarise information are modelled by the class teacher. Practical activities are used where appropriate and fieldwork encourages curiosity and consolidates learning of both information and skills.
- Subject specialisms allow the teachers to have a more in-depth knowledge of their subjects which is shared, experienced and absorbed by the children. It also allows for geography skills to be learnt through discrete and specific geography lessons.
- Throughout year 1-6 geographical skills are built upon each year (e.g complexity of map reading) with prior knowledge being recapped and recalled prior to new learning taking place in that area.

Assessment in Geography



- Geography is assessed through both formative assessment and summative assessment. During lessons, the children's progress is clear to the teacher and their learning objectives are swiped depending on their understanding during that lesson. The learning objectives are swiped pink if the child did not meet, yellow/orange if the child has mostly met, green if the child has met and purple if the child has exceeded.
- Assessment mats are used in the back of every child's book for on-going assessment so that it is clear which objectives the child has met, mostly met and not met.
- Entry quizzes will be used to show the child's prior knowledge and exit quizzes will be used to test what the child has learnt throughout that unit or topic. This will also be reflected on the assessment grid.
- Geography is monitored through book scrutinies to see progression.

SEN and vulnerable groups



- Tasks will be differentiated as appropriate to the children.
- Children may be given writing frames, sentence openers, word banks and visual aids as well as some children having additional support to help remove barriers to learning.
- Access to alternative ways to recording including laptops, alphasmart, verbal recording buttons and various computer software.
- Barriers to learning, such as reading and writing, will be removed to ensure geographical skills are the focus and are developed. These children will be challenged but at an appropriate level to ensure they continue to be intrinsically motivated.
- Children with vulnerabilities and SEND are monitored through assessment mats. They are monitored in lessons through AFL.

Marking and feedback



- Books should be marked before the start of the next lesson.
- Children have time at the beginning of the lesson to look at feedback and make any alterations.
- Positive feedback will be given along with stickers, stamps, merits etc. Occasionally, next steps/extension/developmental points may be given if appropriate.
- Marking will usually be for independent work however group marking may be used for paired and table tasks.
- Children could peer mark their work.
- Marking will follow the school's marking policy.