

Aims and Purpose:

Vision: we aim to ensure children have an understanding of the wider world around them and the interrelationships between people and place on personal, local, regional, national and global scales.

Intent: Our Geography curriculum intends to: -

- *Stimulate curiosity and fascination about the world by learning about varied places, people, resources, natural and human environments.*
- *Ensure that pupils understand how human culture interacts with the natural environment and the way that locations and places can have an impact on people.*
- *Ensure that pupils are aware of where things are found, why they are there, and how they develop and change over time.*
- *Develop knowledge of globally significant places, interpret a range of geographical information and develop field skills.*

Key themes

World	UK
Continents	Lincolnshire
Oceans and Seas	Africa
Europe	
Asia and the Middle East	
North and South America	



Geography at Digby Tedder Primary School

Planning and Sequencing from EYFS to Year 6

Teachers use the National Curriculum guidance and our progression documents to accurately map the progression of skills and knowledge in History.

- *A 2-year cycle in Key Stage 1 and a 4-year cycle in Key Stage 2 ensure curriculum coverage and ensures that topics build on previous learning and are sequenced to develop skills and knowledge.*
- *Key themes are used to identify links made throughout the topics which are constantly revisited.*
- *Teachers also have Key knowledge documents which are working documents and modified over time to add or delete knowledge statements to develop and improve the topic.*
- *Trips and visits enhance the provision.*
- *A clear long term plan identifies topics to be taught and a medium term plan identified learning objectives, resources and content.*
- *Class teachers adjust planning to provide scaffolding for SEN and higher order questioning and tasks for HA.*
- *Lessons begin with a flashback from previous learning to revisit and check knowledge is being retained.*
- *Gaps are then addressed and teachers will use their skills to refer to themes to create this opportunity.*
- *Teachers use tick or fix to address misconceptions.*

EYFS - *The following areas are most relevant: People, Culture and Communities and The Natural World within Understanding the World*

- *Describing their immediate environment using knowledge from observations, discussions, 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 (when appropriate) 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 the seasons.*

Assessment

- *Teachers use the themes across the year groups to make links and secure knowledge.*
- *They will use targeted questioning to embed learning and establish depth of knowledge.*
- *Teachers use teacher assessment to track progress and this is uploaded on Foundation Subject spreadsheet on staff drive, to share with leaders.*
- *They use retrievals and quizzes to make judgements with end of topic quizzes to assess.*
- *Marking and feedback in books shows clear AFL*
- *Subject lead will talk to children about their views on the subject as well as check understanding / learning.*
- *Subject lead will talk with teaching staff for their views.*
- *Foundation Stage spreadsheet on Staff Drive will inform subject lead of progress.*
- *During Coordinator Days and Gov monitoring, subject lead will look at planning coverage, books and sample teaching (where possible) in lessons.*

SEND

*Pre-teach vocabulary and provide scaffolding
Provide adult support to explain tasks and reinforce concepts.
Provide word mats for key vocabulary
Provide visuals to explain concepts.
Photos and videos to support with retention
Sentence starters to support with outcomes
Use of physical resources where possible.*

Challenge

*Higher order questions relating to topic
Exploration of own questions
Independent working with greater choice about evidencing learning*