



Subject Overview 2021/2022: Geography
Intent (Skills/ knowledge):
Implementation (How/ When):

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|--|--|
| INTENT (Text in green references any geography taught in a history unit) | <p>Autumn 1</p> <ul style="list-style-type: none"> - Discuss different types of settlements. (Stone Age to Iron Age) - Discuss how land use differs over time (Stone Age to Iron Age) | <p>Autumn 1</p> <p><u>Water, weather and climate</u></p> <ul style="list-style-type: none"> - Explain how the water cycle works - Explain how clouds and rain are formed - Explain the differences between the types of rain (convictional, frontal and orographic) - Describe the effects that severe weather has on areas of the world - Discuss various extreme weather conditions (flooding, draught, heatwaves) - Describe the effects this is having on the environment (climate change, greenhouse gases- Link to Greta Thunberg) - Explain how water and weather can change the landscape (look at erosion) - Describe how a location has changed over time - Describe similarities and differences between an area over time | <p>Autumn 1</p> <ul style="list-style-type: none"> - Know the differences between living in the UK and a country in the Americas. (Ancient Mayan) | <p>Autumn 1</p> <ul style="list-style-type: none"> - Locate key countries involved in WW2 on a map (WW2) - |



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| | - Explain what climate is. | | |
| <p>Key Vocabulary settlements, land use, farming, agriculture, caves, forest, dwellings. Hill forts.</p> | <p>Key Vocabulary climate, atmosphere, evaporation, transpiration, condensation, precipitation, surface runoff, groundwater, climate change, meteorologist, humidity, convective, frontal, orographic, solid, liquid, gas, run-off, drought, tornado, hurricane, blizzard, sleet, hail, greenhouse gases, moisture, water vapor, showers, tropical, dry, continental, temperate, polar, , water, erosion, lake, stream, river, temperature, extreme, weather, rain, snow, clouds</p> | <p>Key Vocabulary climate, rainfall, Guatemala, Peru, Mexico, Amazon, rainforest, river, tribe, settlement.</p> | <p>Key Vocabulary Britain, France, Germany, Poland, travel, boundaries, Europe, front line.</p> |
| <p><u>Autumn 2</u> <u>Normacot</u></p> <ul style="list-style-type: none"> - Identify the location of Normacot on OS maps. - Identify key buildings in Normacot on an OS map. - Show an awareness of five different OS symbols and their meanings. - Identify some physical and human characteristics of the area. | <p>Autumn 2 <u>Rivers</u></p> <ul style="list-style-type: none"> - Name and locate the main rivers in the UK. - Name and locate many of the world's major rivers using maps. - Explain how the water cycle works. - Label the main features of a river. - Explain why water is so valuable. - Explain how rivers are used presently and in the past. - Explain the impact that flooding has on an area. | <p>Autumn 2</p> <ul style="list-style-type: none"> - Know the differences between living in the UK and a country in the Americas. (Ancient Mayan) | <p>Autumn 2</p> <ul style="list-style-type: none"> - Know where the Vikings originated from and show this on a map (Vikings) |



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| <ul style="list-style-type: none"> - Describe how a location has changed over time, making reference to both human and physical characteristics. - Use the eight references of a compass to describe a location. | <ul style="list-style-type: none"> - Describe the effects of flooding. | | |
| <p>Key Vocabulary Normacot, built up, Stoke On Trent, Staffordshire, Meir, Longton, Florence, colliery, quarry, similarities, differences, compass, direction, Ordnance Survey, symbols, North, North-East, East, South-East, South, South West, West, North West.</p> | <p>Key Vocabulary Estuary, mouth, source, meander, waterfall, erosion, deposit, tributary, oxbow lake, stream, pollution, River Severn, Trent and Mersey Canal, lock, bank, basin, current, floodplain, silt, tidal, fluvial, pluvial, coastal, plumbing, evaporation, condensation, ground water, run off, channel, dam, drainage basin, flood, flood barrier, flood plain, gorge, rapids, reservoir, sediment.</p> | <p>Key Vocabulary climate, rainfall, Guatemala, Peru, Mexico, Amazon, rainforest, river, tribe, settlement.</p> | <p>Key Vocabulary England, Norway, Sweden, Denmark, Lindisfarne.</p> |
| <p>Spring 1</p> <ul style="list-style-type: none"> - Locate Egypt on a world map. (Ancient Egyptian) - Identify the deserts in the world and Egypt. (Ancient Egypt) - | <p>Spring 1</p> <ul style="list-style-type: none"> - Name at least eight counties and cities in the United Kingdom. (Anglo Saxons) | <p>Spring 1</p> <ul style="list-style-type: none"> - Explain why industrial areas and ports are important. (Victorians) | <p>Spring 1</p> <p>Rainforests</p> <ul style="list-style-type: none"> - Explain what a biome is and specify the features of specific biomes (desert, arctic, rainforest etc.) - Label each layer of a rainforest. - Explain what deforestation is. - Report on ways in which humans have improved and damaged the environment. |



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| | | | <ul style="list-style-type: none"> - Describe the main human and physical differences between developed and third world countries. - Explain why people are attracted to live by rivers. - Explain how a location fits into its wider geographical location: with reference to human and economical features. |
| <p><u>Key Vocabulary</u> Egypt, Cairo, Aswan, River Nile, Nile Delta, Alexandria, Valley of the Kings, Sahara, desert, Mediterranean,</p> | <p><u>Key Vocabulary</u> Mercia, Wessex, Sussex, Northumbria, East Anglia, Staffordshire, Shropshire, Cheshire, Norfolk. (Eight cities to be chosen based on areas studied in unit.)</p> | <p><u>Key Vocabulary</u> Industry, ports, canals, rivers, railways, transport</p> | <p><u>Key Vocabulary</u> canopy, emergent lever, understory, deforestation, endangered, indigenous, biomes, temperate, extinction, destruction, biodiversity, Amazon, climate change, tropical, hibernate, carbon dioxide, vegetation, evergreen, extinct, humid, equator, colony, camouflage, monsoon, carnivore, conservation, forest floor, logger, predator, prey, oxygen, sapling, species,</p> |
| <p>Spring 2</p> <ul style="list-style-type: none"> - Locate Egypt on a world map. (Ancient Egyptian) - Identify the deserts in the world and Egypt. (Ancient Egypt) | <p>Spring 2</p> <ul style="list-style-type: none"> - Know what time zones are (Romans) - Work out time differences (Romans) - | <p>Spring 2</p> <p><u>Stoke on Trent (Six Towns)</u></p> <ul style="list-style-type: none"> - Identify the location of Stoke on Trent on OS maps and a map of the UK. - Identify key features that are unique to Stoke on Trent. - Use fieldwork to observe and present the human and | <p>Spring 2</p> <ul style="list-style-type: none"> - Know the differences between living in the UK and a Mediterranean country. (Ancient Greece) - |



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| | | | <p>physical features in the local area.</p> <ul style="list-style-type: none"> - Be aware of a wide range of OS symbols and their meanings. - Use a key to identify OS symbols. - Use the 8 points of a compass accurately. - Use four-figure grid references to locate places on a map. - | |
| | <p><u>Key Vocabulary</u> Egypt, Cairo, Aswan, River Nile, Nile Delta, Alexandria, Valley of the Kings, Sahara, desert, Mediterranean,</p> | <p><u>Key Vocabulary</u> Time zones, time difference, GMT, Gregorian calendar.</p> | <p><u>Key Vocabulary</u> Longton, Fenton, Burslem, Stoke-On-Trent, Tunstall, Hanley, D road, transport, location, co-ordinates, longitude, latitude, grid references, Ordnance Survey, symbols, key, legend, North, North-East, East, South-East, South, South West, West, North West, physical, human, characteristics, landscape, land use.</p> | <p><u>Key Vocabulary</u> Human, physical, mountains, climate, landscape, natural.</p> |
| <p>Summer 1 <u>Where in the World?</u></p> <ul style="list-style-type: none"> - Identify the seven continents on a map and accurately label them. | <p>Summer 1</p> <ul style="list-style-type: none"> - Know what time zones are (Romans) - Work out time differences (Romans) | <p>Summer 1 <u>Mountains</u></p> <ul style="list-style-type: none"> - Identify the location of the World's mountain ranges - Identify the country a mountain range is in, | <p>Summer 1</p> <ul style="list-style-type: none"> - Know the differences between living in the UK and a Mediterranean country. (Ancient Greece) | |



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| <ul style="list-style-type: none"> - Locate and name the oceans of the world. - Identify the arctic and Antarctic circle. - To understand what longitude and latitude means. - Identify the position of the equator and the Tropics of Cancer and Capricorn on a world map. - Locate countries that fall in the Northern and Southern Hemisphere. - Identify key physical and human characteristics of an area of the world. - Identify a major city in each continent. - Identify some countries in the world on a world map. | <p align="center">-</p> | <ul style="list-style-type: none"> - Describe what a hill might look like based on its contours - Identify an outcrop, a right, the tree line and snow line - Describe how fault lines in the Earth's crust move to create mountains. - Identify the heights of some of these mountain ranges - Describe the difference in weather and climate around these mountains. - Identify the risks associated with a mountain climate. - Describe geographical features of mountains. | <p align="center">-</p> |
| <p><u>Key Vocabulary</u> Continents, Europe, Asia, Oceania, Africa, Europe, North America, South America, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Indian Ocean, North Sea, Mediterranean Sea, Arctic,</p> | <p><u>Key Vocabulary</u> Time zones, time difference, GMT, Gregorian calendar.</p> | <p><u>Key Vocabulary</u> mountain, mountain range, Kilimanjaro, K2, Everest, Snowdon, summit, contour, base, climate, crust, fault lines, outcrop, tree line, snow line, mount, environment, landscape, tourism, peak, ascent, climb,</p> | <p><u>Key Vocabulary</u> Human, physical, mountains, climate, landscape, natural.</p> |



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| | <p>Antarctic, longitude, latitude, compass, equator, Tropics of Cancer/Capricorn, Northern Hemisphere, Southern Hemisphere.</p> | | | |
| | <p>Summer 2 <u>Europe</u></p> <ul style="list-style-type: none"> - Locate Europe on a World map. - Name a number of countries in the Northern Hemisphere. - Identify and name the countries within Europe. - Identify the seas/oceans around the countries of Europe. - Identify key physical and human characteristics of at least three countries in Europe. - Compare the UK to a country in Europe. - Name and locate the capital cities of neighbouring European countries. | <p>Summer 2</p> <ul style="list-style-type: none"> - Explain how an area has developed over land (Potteries/local study) - Discuss how land use has altered (Potteries/local study) | <p>Summer 2 <u>Natural Disasters</u></p> <ul style="list-style-type: none"> - Explain what is meant by the term 'tropics'. - Describe how volcanoes are created. - Label each section of a volcano. - Describe how volcanoes have an impact on people's lives. - Locate and name some of the world's most famous volcanoes. - Describe how earthquakes are created. - Explain what tectonic plates are and why they move. - Record features such as temperature and rainfall across the world using graphs. | <p>Summer 2</p> <ul style="list-style-type: none"> - Know the differences between living in the UK and a Mediterranean country. (Ancient Greece) - |



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| | <p>- Show an awareness of different weather in parts of Europe.</p> | | | |
| | <p><u>Key Vocabulary</u> Europe, United Kingdom, Mediterranean Sea, oceans, countries, capital cities, climate, temperature, weather, rainfall, European Union, mountains, rivers, famous landmarks, languages, population, currency, rivers, physical features, human features, similarities, differences, comparison.</p> | <p><u>Key Vocabulary</u> land use, settlement, mining, coalfields, transport, canals, rivers, boundaries</p> | <p><u>Key Vocabulary</u> earthquakes, volcanoes, eruption, tectonic plates, tsunamis, global warming, greenhouse gases, greenhouse effect, CFC's, aftershocks, magma, mantle, active, pumice, extinct, crust, core, ash lava, dormant, fault, magnitude, landslide, saturated, hurricane, crust, devastation, epicenter, fault line, magnitude, Richter scale, ring of fire, seismic, seismograph, tremor, seismologist, Mercalli scale, foreshock.</p> | <p><u>Key Vocabulary</u> Human, physical, mountains, climate, landscape, natural.</p> |
| <p>Implementation</p> | <p><u>Approach to Geography</u> At Alexandra Junior School, we teach geography in half termly units spread out throughout the year. Every child will have two hours' worth of geography a week during the unit. The content progresses as the children move through the school thus allowing a broader, deeper understanding of the four areas of geography identified in the curriculum. The way Geography is taught will allow children to gain contextual knowledge of the location of globally significant places and understanding the processes that rise to key physical and human geographical features of the world. This will include both local and global studies. The children will also begin to identify how these features can vary and change over time. It is the aim that the way in which geography is taught stimulates children's curiosity and a fascination of the world which will stay for them for life. The units are intended to improve children's geographical vocabulary, map skills and geographical facts and provides opportunities for consolidation and challenge. The units should allow pupils to gain an understanding of diverse places, people, resources and natural and human environments. As pupils progress through the education</p> | | | |



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system, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes.

Our curriculum has been broken down into four main categories: Locational knowledge, Place knowledge, Human and Physical geography and Geographical skills and fieldwork. Every unit has aspects of learning that will fall into each of these categories. A progression document can be seen further on in this document which will show where each area is covered. The curriculum has been designed so that it follows a two-pronged approach. Year 3 will begin by looking at the world and by Year 6 they will have narrowed that down to looking at the United Kingdom. As well as this, we have put more emphasis on local area studies which will encompass both geography and history learning objectives.

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

Our curriculum is designed so that the skills the children require progress as they move from Foundation stage to Key Stage 2. Consultations have been held with the infant coordinator to ensure that skills progress from those taught at the Infant School and repetition is limited. Certain units are studied at both schools such as the local area however the skills used are progressive. The



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rationale behind this repetition is that both schools have high mobility. Pre-cueing of vocabulary is encouraged to ensure that the key vocabulary relating to the topic is retained by all learners. We use a 3-tier vocabulary approach which is revisited regularly to enable understanding and retention. Pre-cueing of vocabulary is a regular focus for our EAL pupils. Knowledge mats are available for all units taught and these are used during classes. These knowledge mats consist of key vocabulary and their definitions, books that link to that area and the sticky knowledge which should be retained by the children. The geography lessons support our school context-based drivers, the 5Es (Excel yourself, Embrace yourself, Explore the world, Engage with others, Express yourself). These are explicitly shared with the children.

A key focus within the curriculum is the idea of retention and that the children should be able to recall learnt facts further down the line. With this in mind, the children will be assessed at least half a term after the original teaching. The children will be assessed on their understanding of key vocabulary and learnt skills. The idea behind this is that the knowledge is able to be retained in the child's long-term memory which means that it can be recalled at a later date.

Below is a timetable of when each unit is taught in Key Stage 2. The units highlighted in blue are the geography units.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|--------------|----------------------------|---------------------|--------------------------------|
| Year 3 | Stone Age to Iron Age | Normacot -bar charts on traffic survey | Egyptians | | Where in the World? | Europe |
| Year 4 | Water , weather and climate -measuring rainfall line graphs | Rivers Fieldwork Sketch maps | Anglo Saxons | Romans | Romans | Local Study (Pottery industry) |
| Year 5 | Mayans | | Victorians | Stoke-On-Trent (six towns) | Mountains | Natural Disasters |



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| | | | | population over time line graph/bar chart | | |
| Year 6 | World War Two | Vikings | Rainforests -temperature and rainfall (mean, average) | Rainforests | Ancient Greece | Ancient Greece |
| <u>Progression throughout the Key Stage</u> | | | | | | |



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Geography: Key Stage 2

Locational knowledge

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| <ul style="list-style-type: none"> - 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. | | | | <ul style="list-style-type: none"> - 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 land-use patterns; and understand how some of these aspects have changed over time. | | | | <ul style="list-style-type: none"> - 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) | | | |
| Year 3 | <ul style="list-style-type: none"> - I can identify the seven continents on a map and accurate. - I can identify a major city in each continent. - I can identify some countries in the world on a world map. | <ul style="list-style-type: none"> - I can identify the location of Normacot on OS maps. - I can identify some physical and human characteristics of the area. - I can name at least eight counties and cities in the United Kingdom (Anglo Saxons) | <ul style="list-style-type: none"> - I can identify the arctic and Antarctic circle. - I know what longitude and latitude means. - I can identify the position of the equator and the Tropics of Cancer and Capricorn on a world map. - I can locate countries that fall in the Northern and Southern Hemisphere. | | | | | | | | |
| Year 4 | | <ul style="list-style-type: none"> - I can identify the location of Longton on OS maps and using google maps. - I can identify some physical and human characteristics of the area. | | | | | | | | | |
| Year 5 | <ul style="list-style-type: none"> - I can locate Europe on a World map. - I can identify and name the countries within Europe. - I can name and locate the capital cities of neighbouring European countries. | <ul style="list-style-type: none"> - I can identify the location of Stoke-On-Trent on OS maps and using google maps. - I can identify key features that are unique to Stoke-On-Trent. - I can identify some physical and human characteristics of the area. | <ul style="list-style-type: none"> - I can name a number of countries in the Northern Hemisphere. | | | | | | | | |
| Year 6 | <ul style="list-style-type: none"> - I can locate key countries involved in WW2 on a map (WW2) | <ul style="list-style-type: none"> - I can identify the location of Staffordshire on OS maps and using google maps. - I can identify some physical and human characteristics of the area. | | | | | | | | | |



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Geography: Key Stage 2

Place Knowledge

Human and Physical Geography

- 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 within North or South America.

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- Describe and understand key aspects of 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.

Year 3

- I know the names of and locate some of the world's deserts. (Ancient Egypt)

Year 4

- I can name and locate the main rivers in the UK.
 - I can name and locate many of the world's major rivers using maps.
 - I can explain how the water cycle works.

- I know why most cities are located by a river.

Year 5

- I can compare the UK to a country in Europe.

- I know what causes an earthquake.
 - I can describe how volcanoes are created.
 - I can label each section of a volcano.

- I know why industrial areas and ports are important. (Victorians)

Year 6

- I know the main differences between living in the UK and in a country in either North or South America.

- I know main human and physical differences between developed and third world countries.
 - I know what is meant by biomes and what are the features of a specific biome.
 - I can label the layers of a rainforest and know what deforestation is.



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| Geography: Key Stage 2 | | |
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| Geographical skills and fieldwork | | |
| | - <i>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.</i> | - <i>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 land-use patterns; and understand how some of these aspects have changed over time.</i> |
| Year 3 | - I can use maps to locate European countries and capitals. - I can use maps and globes to locate the equator, Tropics of Cancer and Capricorn. | - I am aware of five different OS symbols and their meanings. - I know and can name the eight points of a compass. |
| Year 4 | - Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc. | - I know how to plan a journey within the UK, using a road map. |
| Year 5 | - I can record features such as temperature and rainfall across the world using graphs. | |
| Year 6 | | - I know how to use six-figure grid-references. - I know what most of the ordnance survey symbols stand for. |

SEND/Differentiation

Our geography curriculum allows for inclusivity, allowing all children to engage with their lessons. It is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more-able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this.

More guidance on how we achieve this can be found in the Inclusion in geography document.



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SMSC

Spiritual development in geography inspires the children to develop an awe and wonder of the natural world, looking in particular at the physical and human features. It also includes looking at the natural environment, such as rivers, mountains, volcanoes and weather.

Moral education allows children to recognise that development takes place both in a global and local context. The children look at how issues affect populations both locally and globally.

Social education looks at the study of real people in different societies. It allows children to develop a sense of identity and allows community spirit to be strengthened.

Cultural education encourages the study of real people in the present time. It allows for multi-cultural education through recognising common trends and then also differences. It encourages the children to reflect on their own reality of sense of space.

Reading for learning

Reading for learning is encouraged to enable learners to gain more information about the units being covered. E.G. evidence in guided reading sessions.

Assessment and Record keeping

Formative assessment

Assessment is an integral part of every subject. The children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using an 'I can' statement. This will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is not coloured, then that means that they are not working at ARE. The word 'absent' will be put next to the name if the child was away during the lesson. This assessment will inform a teacher's judgement as to whether they are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.



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Summative assessment

At the end of a unit, the teacher will fill in an assessment grid which will assess the children based on the outcomes from the entire unit. Retention of knowledge is supported through a range of mini quizzes revisited regularly.

Trips and visitors

Trips and visitors are encouraged to engage the children further in their learning. These are encouraged towards the beginning of a unit of work, allowing the children to become fully immersed in the unit. These may include walks around the local area, a tour of a nearby town/city, fieldwork skills, any outdoor learning opportunities, orienteering and visiting a river/canal.

Learning Recovery (KS2)

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.