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| <div>Geography</div> <div></div> <div>Subject Lead:<br/>Rosie Rowe-Best</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <div>Subject Intent:<br/>'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'<br/><i>Barack Obama</i></div> <div>At St Columb Major Academy, we aim to develop pupils' curiosity and wonder about the world around them by planning and facilitating a broad and ambitious cyclical curriculum; that provides opportunities for all pupils to be immersed in their surroundings.</div> <div>Pupils will begin their geography learning journey by exploring their immediate surroundings (school) then at a local level (St Columb Major and nearby places) before deepening their understanding of place and location by learning about a range of places; nationally and globally to help develop and strengthen their knowledge and understanding of the Earth's physical and human processes.</div> <div>We aim to give our learners strong geographical knowledge, good enquiry skills, the ability to use a range of maps, the skills to collect and analyse data and the ability to communicate information in a variety of ways. A whole school specific area of focus is to develop and improve fieldwork skills, knowledge of the world and their place within it.</div> <div>We want our pupils to have respect and interest for their world and subsequent geography learning, which is purposeful, progressive, and engaging. Our pupils will gain knowledge and skills through high quality teaching, both inside and outside of the classroom. Teachers will assess pupils' knowledge, understanding and skills by assessing starting points and measuring progress, against specific curriculum components.</div> <div>We deliver an inclusive curriculum which accommodates and supports the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL). Teachers and support staff plan for and adapt pedagogy to the needs of our pupils to further support their understanding and attainment in Geography.</div> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <div>Priority Objectives 2025-2026</div> <div>Culture:<br/>To embed, model and promote the school's rules and values in both the school environment and out in the community, developing an understanding about behaviour needs and positive ways to support these.</div> <div>Curriculum:<br/>To implement and embed mixed-age planning and new rolling topic plans for all subjects, ensuring clear progression of learning tasks and vocabulary.</div> <div>Pedagogy:<br/>To embed the Core Habits across the school for teaching in all subjects; ensuring consistency of practise, with particular focus on the teaching of Maths, Reading and Writing to ensure the best outcomes for all groups.</div> <div>Assessment check points: to review and re-teach where necessary prior learning (across key-stages and current year).<br/>Oracy: planned opportunities for speaking and listening within groupwork and direct teaching<br/>Questioning: developing oracy, reasoning, and communication. Aids in facilitating learning for appropriate intent, pitch, purpose, and outcome.</div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <div>Teaching</div> <ul style="list-style-type: none"><li>• Small- step and specific learning components are planned to ensure progression of knowledge within and over a series of units (securing differentiation and support resources for all).</li><li>• Gradual release of teacher-I do, we do, you do</li><li>• Geography is taught as a standalone subject using an enquiry question to hook, interest and facilitate learning of knowledge and skills.</li><li>• Key vocabulary is prioritised and is planned into specific lessons for pupils to say, use and 'speak like a geographer', as modelled by the teacher.</li><li>• The pillars of geography are woven in to each units (so not taught in isolation)</li></ul> |  | <div>Personalised Learning</div> <ul style="list-style-type: none"><li>• Quality First Teaching</li><li>• Fiction and non-fiction texts, visuals, models, guided groups, adaptive practice used to meet the needs of learners (securing)</li><li>• Flexible grouping and seating within classes</li><li>• Variety of ways of recording outcomes; adapted to the needs of pupils</li><li>• Outdoor learning provision (school grounds, forest school and local environment- St Columb Major).</li><li>• Widgit visuals</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <div>Resources</div> <div>Securing<br/>Royal Geographic Association subscription<br/>Geographical Association subscription<br/>Globes<br/>Atlases (Early years, KS1, KS2)<br/>Compasses<br/>Fiction and Non-Fiction texts linked to learning components in each year group.<br/>Corridor display to inform <i>What is Geography and how are we geographers?</i><br/>Large scale World Map accessible for all pupils<br/>Access to google Earth<br/>School grounds<br/>Forest School field<br/>St Columb Major Town<br/>Minibus for fieldwork<br/>MAT Geography specialist</div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <div>Cultural Capital</div> <ul style="list-style-type: none"><li>• Fieldwork opportunities (securing- see action plan)</li><li>• Picture News, weekly assembly- Geographical links for all to learn about events and their impacts on human and physical features around the world.</li><li>• Outdoor learning</li><li>• Forest School</li><li>• Economic awareness developed through:<ul style="list-style-type: none"><li>- Learning about different countries of the world</li><li>- Securing an awareness of differences around the world, making simple comparisons to our own lived experiences and knowledge of places locally and nationally</li></ul></li><li>• Geography award for pupils- celebration assembly</li></ul> |  | <div>Assessment</div> <div>Teachers plan for Assessment Check Points at the start, within and end of each learning session.<br/>Formative assessments by all adults in all lessons to reframe learning (if required)<br/>Teachers assess against National Curriculum components to inform a summative judgement.<br/>KIRF questioning<br/>End of unit composite<br/>Verbal quizzes- enquiry based<ul style="list-style-type: none"><li>• Where is this places?</li><li>• What is it like? (and why?)</li><li>• How and why is it changing?</li><li>• How does this place compare with other places?</li><li>• How and why are places connected?</li></ul></div> <div>Marking of learning in line with the school marking policy</div> |  |

| Inclusion - SEND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Curriculum Scope and Progression                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Working as a Geographer                                                                                                                                                                                                                                                                                                                  | Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Quality First Teaching (I do, We do, You do)<br/> Planned additional support from adults (as required)<br/> opportunities for collaborative learning<br/> Adapted learning- scaffolding, vocabulary banks, images, visuals<br/> Range of resources including, maps, globes and atlases suitable for all learners<br/> Now and Next boards<br/> IEP Targets<br/> Visual support-widgit<br/> Working walls/displays<br/> Cyclical curriculum<br/> Supporting Every Pupil in Geography-CPD document</p> | <p>Planned opportunities to secure fieldwork<br/> Meets the requirements of the NC through: Component parts are sequenced to build on prior learning (EYFS "Novice" to Year 6 "Expert").<br/> Disciplinary and Substantive knowledge mapped out across the school.<br/> Reconnect lessons to fill any missed, rusty or lost learning following initial assessment at the start of learning.</p>                                                                                                                                   | <p>What is Geography? Corridor display and assembly<br/> Breadth of learning planned encompassing both disciplinary and substantive knowledge<br/> Explicit Geography lessons<br/> Opportunities to retrieve Geographical knowledge and understanding within other subject areas (History, Art, PSHE, Science, Maths)<br/> Fieldwork</p> | <ul style="list-style-type: none"> <li>• Book looks</li> <li>• Pupil conferencing- opinion line</li> <li>• Learning drop-in's (stepLab)</li> <li>• Planning monitoring</li> <li>• Teacher feedback</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><u>2024-2025</u></p> <ul style="list-style-type: none"> <li>• Planning for geography includes explicit vocabulary teaching, linked to each component of learning (MTYT)</li> <li>• Fieldwork has happen in some year groups, in some units (increased from 2023-2024)</li> <li>• Pupils were able to use an opinion line to share understanding on current and prior learning within geography (Year 6 demonstrated talking like a geographer (expert))</li> <li>• Updated resources- Fiction and non-fiction texts, Atlases and compasses</li> <li>• Book looks showed a range of learning tasks which evidenced learning</li> </ul> |
| Disadvantaged Pupils                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Transition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | CPD                                                                                                                                                                                                                                                                                                                                      | Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Next Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Quality First Teaching<br/> Targeted questioning<br/> Oracy to drive inclusion, involvement and collaboration<br/> Planned additional support from adults (as required)<br/> Planned interventions as required.<br/> Opportunities for collaborative learning<br/> Opportunities for hands on experience for all (fieldwork and access to resources to support learning)</p>                                                                                                                         | <p>Information and data sharing with class teachers<br/> EYFS to teach and offer knowledge and understanding of the world continuous provision regularly (at least twice per half term)<br/> Links with secondary school to share information (securing)<br/> Curriculum sequencing and progression equips pupils with substantive and disciplinary knowledge for their next learning stage, as a learner.<br/> Pupils take their Geography book with them through the school to support pupils to 'know more, remember more'</p> | <p>Geography Leaders –meetings with Kernow Learning leads.<br/> Access to support and guidance from Kernow Learning Trust Specialist</p> <p>Independent reading and research<br/> Staff meetings –<br/> Planning and progression<br/> Fieldwork<br/> Resources</p>                                                                       | <p>Standard of learning in books<br/> Development of children's knowledge of both disciplinary and substantive Geography<br/> Working walls to support learning<br/> Development of Vocabulary and Questioning<br/> Children enjoy Geography<br/> Pupils are demonstrating a much greater range of critical thinking skills.<br/> Pupils demonstrating a greater range of geographical skills such as map reading and critical thinking.<br/> Pupils are linking life sciences to geography such as biomes and comparing one biome to another and how that effects human and physical geography.<br/> Pupils have demonstrated making some learning links e.g water cycle and rainfall and the impact heavy rainfall can have on an environment.<br/> Impact of plastic pollution locally and globally</p> | <p>1. To ensure that geographical vocabulary is being planned for in every lesson (progressive) and that pupils are given the opportunity to talk, as a geographer, using the oracy framework</p> <p>2. To ensure that all geography units in all year groups plan and facilitate fieldwork opportunities and that it is used purposefully to collect, present, and analyse data to form conclusions based on the data covered.</p> <p>3. To implement and embed mixed-age planning, ensuring clear progression of learning tasks and vocabulary.</p>                                                                                    |