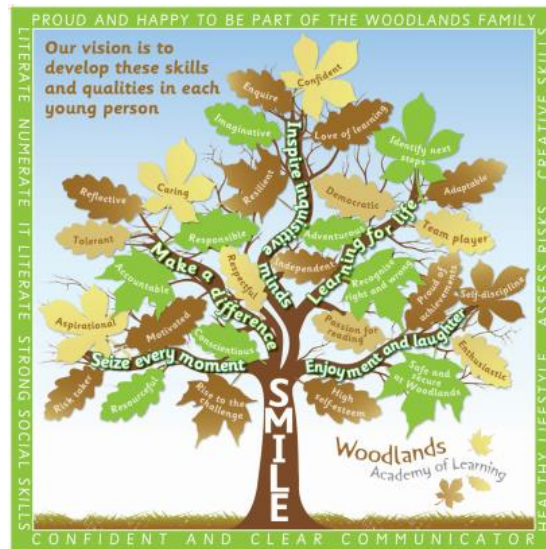




Geography In Action at Woodlands Academy

Created by J Birch



Intent:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The intent at Woodlands is to provide a curriculum which includes the essential skills and knowledge that children from our local area need in order to think like a geographer. It is more ambitious than the National Curriculum. We intend to prepare children for life beyond Woodlands and therefore have included content taken from GCSE expectations, for example, coastlines in Year 6 and conservation.

Implementation:

Key Disciplinary Knowledge Categories:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Key Themes:

- Settlements and Land Use
- Location and Direction
- Weather and Climate
- The Water Cycle
- Changing Landscape
- Conservation

The Design

- Every year group has at least one topic based on the exploration of a specific country and one topic which concentrates on fieldwork.
- Every year group studies their local area.
- Every year group explores the geography of the United Kingdom.
- Every topic is based on acquiring locational knowledge, place knowledge and human and physical geographical knowledge – the key areas identified by the National Curriculum.
- The expectations of AQA GCSE Mark Schemes, guidance provided by the Royal Geographical Society and the Primary National Curriculum formed the starting point for the content of each topic.
- Six key themes running throughout: Settlements and Land Use, Location and Direction, Weather and Climate, The Water Cycle, Changing Landscape, Conservation. These themes were chosen as they are all linked to life skills for our children, the values of Woodlands and the topics explored within our History curriculum (e.g. Settlements and Land Use linking to the development of homes). Children will return to the themes in every topic but explore them through the study of a different country or aspect of fieldwork. This allows them to make global comparisons.
- In EYFS, the focus lies in exploring the environment that the children live in.
- In Nursery, the children begin by learning about their own classroom (the environment that they are most familiar with). This then widens to the school environment and the wider world as they learn the concept that they are a part of something much bigger.
- In Reception, the children begin looking at the wider world (linking back to their final topic in Nursery) and then narrow their focus (zoom in) to the United Kingdom (in preparation for Year 1) and Short Heath and the school grounds.

- In EYFS and Year 1, each topic focuses on the exploration of the world as a whole and the United Kingdom.
- Years 2-6 focus on the study of a different country each year – comparing the geography of that country to the United Kingdom.
- During their time at Woodlands, children will have the opportunity to study locations in six out of the seven continents Europe, Asia, North America, South America, Africa and Antarctica. North America and Asia are touched upon through the study of the Arctic Circle.
- During their time at Woodlands, children will have the opportunity to explore a range of climate zones and ecosystems, including the tropical rainforest (Year 4), and polar desert (Year 3).
- The diversity of Geography within a country is explored through Brazil (the tropical rainforest in Year 4, compared to the slums in Year 5), Italy (Northern and Southern Italy in Year 6) and the United Kingdom (Year 6).
- Two key learning outcomes are explored in each half term. The remaining objectives are the smaller steps that are required to equip the children with the knowledge and skills they need to secure the key outcomes.
- For every two key learning outcomes, one will be met through an oracy-based activity and the other through a written activity.
- Maps are used in every year group.
- Maps are created in every year group from Year 2.

Long Term Curriculum Map Overview (Topics)



Woodlands Academy of Learning

Long Term Curriculum Map: Geography

Geography Themes: **Settlements and Land Use**, **Location and Direction**, **Weather and Climate**, **The Water Cycle**, **Changing Landscape**, **Conservation**

Human and Physical Geography features in every lesson. Fieldwork is one unit each year – entire project (plan, collect, record, present)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	I'm special, I'm me Fieldwork: Land Use Features Inside and Outside the Classroom How is the land used at Woodlands? Land use of the school site Directions School School Community Class, School, Short Heath Changing Landscape Location and Direction Settlements and Land Use	Dear Zoo Fieldwork: Land Use Features Inside and Outside the Classroom How is the land used at Woodlands? Land use of the school site Directions School School Community Class, School, Short Heath Changing Landscape Location and Direction Settlements and Land Use	People Who Help Us – A day at the animal post office Globe Explorers Link to 'time travellers' Land and Water What is the world? World map – recognise land and water Continents identify continents but not name. Location and Direction	Water in our World Globe Explorers Link to 'time travellers' Land and Water What is the world? World map – recognise land and water Continents identify continents but not name. Location and Direction	Marvellous Minibeasts The United Kingdom Link to 'time travellers' Part of a World A world with different places. The United Kingdom Where is the UK on the world map? Changing Landscape Location and Direction	Traditional Tales



Woodlands Academy of Learning

Long Term Curriculum Map: History and Geography

Geography Themes: **Settlements and Land Use**, **Location and Direction**, **Weather and Climate**, **The Water Cycle**, **Changing Landscape**, **Conservation**

History Themes: **Chronology** (Development of settlements, including homes and Advancement of Technology), **Education**, **Leadership**, **Historical Figure**, **Local History**, **Sources of Evidence**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Geography	I'm special, I'm me Fieldwork: Land Use Features Inside and Outside the Classroom How is the land used at Woodlands? Land use of the school site Directions School School Community Class, School, Short Heath Changing Landscape Location and Direction Settlements and Land Use	Dear Zoo Fieldwork: Land Use Features Inside and Outside the Classroom How is the land used at Woodlands? Land use of the school site Directions School School Community Class, School, Short Heath Changing Landscape Location and Direction Settlements and Land Use	People Who Help Us – A day at the animal post office Globe Explorers Link to 'time travellers' Land and Water What is the world? World map – recognise land and water Continents identify continents but not name. Arctic Location and Direction	Water in our World Globe Explorers Link to 'time travellers' Land and Water What is the world? World map – recognise land and water Continents identify continents but not name. Location and Direction	Marvellous Minibeasts The United Kingdom Link to 'time travellers' Part of a World A world with different places. The United Kingdom Where is the UK on the world map? Changing Landscape Location and Direction	Traditional Tales

Knowledge (Substantive and Disciplinary) Ladder

Woodlands Academy of Learning Geography Knowledge Ladder

	Substantive Knowledge	Disciplinary Knowledge
Nursery	Land Use: - describe and compare the features of our classroom and outside area and how they are used. - describe what our school community is made of: class, school, Short Heath. The United Kingdom: - understand we are part of a world and that there are different places in that world. - know that we live in a place called the United Kingdom. Globe Explorers: - know the difference between land and water. - use a world map to explain how the world is made up of land and water. - identify how the land of the world is divided into seven parts. - explain that the different parts of land are called continents. - locate the different continents (no names).	Locational Knowledge - Know that our world is made up of both land and water. - Working as a group, identify that the world is made of seven different continents. Place Knowledge - Working as a group, begin to identify the human and physical geography of our school grounds. Human and Physical Geography - With adult support, begin to use some basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, ocean, and weather - With adult support, begin to use some basic geographical vocabulary to refer to key human features, including: farm, house, school and shop Fieldwork - Working as a group, begin to use world maps, atlases and globes to identify the United Kingdom - Working as a group, use world maps, atlases and globes to identify the continents of the world. - With adult support, begin to use simple locational and directional language (near and far; left and right) to describe the location of features and routes on a map - With adult support, use aerial photographs to recognise landmarks and basic human and physical features - With adult support, use images provided to piece together a simple map

Disciplinary Knowledge and Skills Ladder

Expectations of the skills that children need to develop during their primary years have been taken from the National Curriculum alongside the requirements to achieve GCSE Level 5 in Geography (identified from AQA mark schemes). Starting at the end goal for the Primary Curriculum (Year 6), the skills have been differentiated to show progression throughout the academy. This provides an 'end goal' for each year group to achieve at the end of the academic year. It follows a cyclical model, with the early years providing the foundations and children revisiting and building on each skill every year.

The skills that will be developed have then been matched with particular lessons to demonstrate the coverage across the year and ensure that children will have the opportunity to rehearse and apply each skill on a number of occasions, in different contexts, across the academic year. The skills ladder shows the lessons in which the children will apply and practise the skills expected for their year group.

Woodlands Academy of Learning Geography Skills and Disciplinary Knowledge Ladder

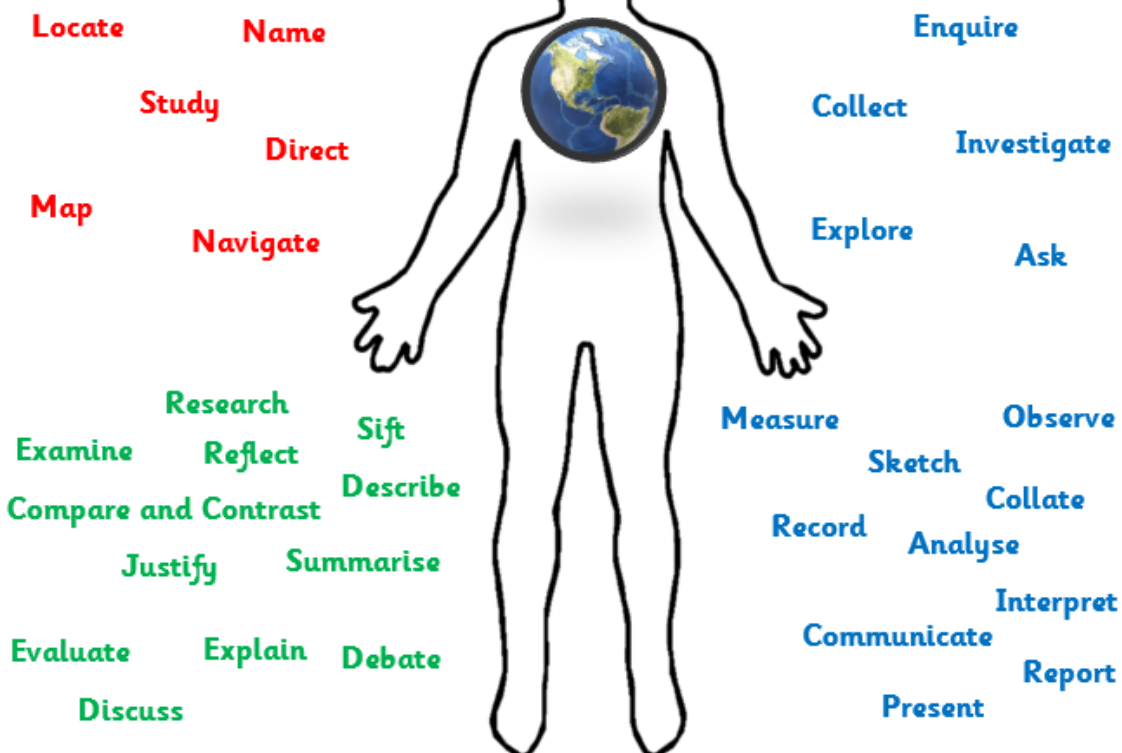
EYFS and Key Stage 1

Nursery	Reception	Year 1	Year 2
Locational Knowledge - Know that our world is made up of both land and water. - Working as a group, identify that the world is made of seven different continents. Place Knowledge - Working as a group, begin to identify the human and physical geography of our school grounds. Human and Physical Geography - With adult support, begin to use some basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, ocean, and weather - With adult support, begin to use some basic geographical vocabulary to refer to key human features, including: farm, house, school and shop Fieldwork - Working as a group, begin to use world maps, atlases and globes to identify the United Kingdom	Locational Knowledge - With adult support, begin to name and locate the world's seven continents - Know that the water in our world is made up of different oceans - Working as a group, identify that the United Kingdom is made up of four countries Place Knowledge - Identify the human and physical geography of our school grounds. - With adult support, begin to identify the human and physical geography of our locality (a small area of the United Kingdom). Human and Physical Geography - Identify daily weather patterns in the United Kingdom - With adult support, begin to use some basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season and weather	Locational Knowledge - Name and locate the world's seven continents - Use a world map or globe to explain that the water in our world is made up of different oceans. - Begin to independently name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Place Knowledge - Begin to independently identify the human and physical geography of our locality (a small area of the United Kingdom) Human and Physical Geography - Begin to independently identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Begin to use some basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,	Locational Knowledge - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge - Identify the human and physical geography of our locality (a small area of the United Kingdom) - Identify the human and physical geography in a small area of Kenya (a non-European country) - Identify the geographical similarities and differences between the human and physical geography of our locality and a contrasting small area of a non-European country. Human and Physical Geography - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geographer Image

An image has been created to represent a geographer. This is used as a tool to share the geographical skills from the skills ladder with all children. The character contains a globe at its heart to symbolise understanding the world around us. The character is a simple outline to ensure that children are explicitly taught that a geographer is not gender-specific. Surrounding the image are the range of skills required to be a geographer which children will acquire and develop during their learning journey in Geography throughout the academy. The image is placed on the working wall in every classroom and revisited at the beginning of each lesson, with children having the opportunity to identify which skills they will focus on for that lesson. The skills have been arranged based on three categories: Locational and Place Knowledge (top left side, red), Human and Physical Geography (bottom left side, green) and Fieldwork (right side, red).

I am a geographer because I...



Learning Journeys

There are two versions of our Woodlands Academy of Learning Journey. The first is used by teachers and the second by children.

The learning journey contains the objectives (knowledge, understanding and skills) which will be taught during the topic. The journeys work as a ladder with a short sequence of lessons, leading to one main objective which is shown in red font. The lessons prior contribute to children achieving the main objective, allowing children to acquire and rehearse the skills and knowledge necessary to meet the requirements of the main objective.

Teacher Version

The version of the learning journey for teachers has been specifically designed to support the planning process. It includes the knowledge and the skills which children will draw on within each lesson.

For each main objective, a key question is provided which children should be able to answer by the end of the sequence of lessons.

Moreover, for each main objective, the type of geographical response has been identified by the subject lead. This ensures that children have the opportunity to rehearse a range of different geographical responses across the academic year. For every unit there will be a combination of both oracy and written outcomes.

Year 2 Autumn 2 and Spring 1 Term: Kenya		
	Knowledge	Skills and Disciplinary Knowledge
Lesson 1	WALT explore the location of Kenya on a world map.	<u>Lesson Starter</u> Locational Knowledge - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and Physical Geography - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries - Use world maps, atlases and globes to identify the countries studied during Key Stage 1. - Use world maps, atlases and globes to identify the continents and oceans of the world. <u>Main Lesson Objectives</u> Place Knowledge - Identify the human and physical geography in a small area of Kenya (a non-European country)

Pupil Version

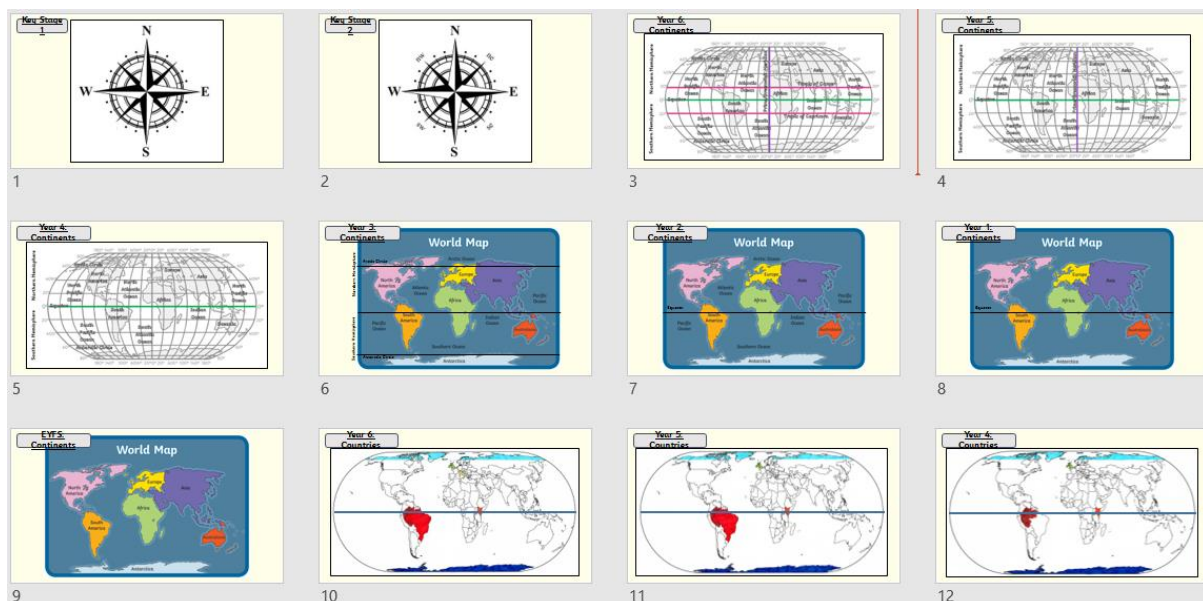
Below is an example of a learning journey which will be glued into children's Geography book to signal the start of the topic.

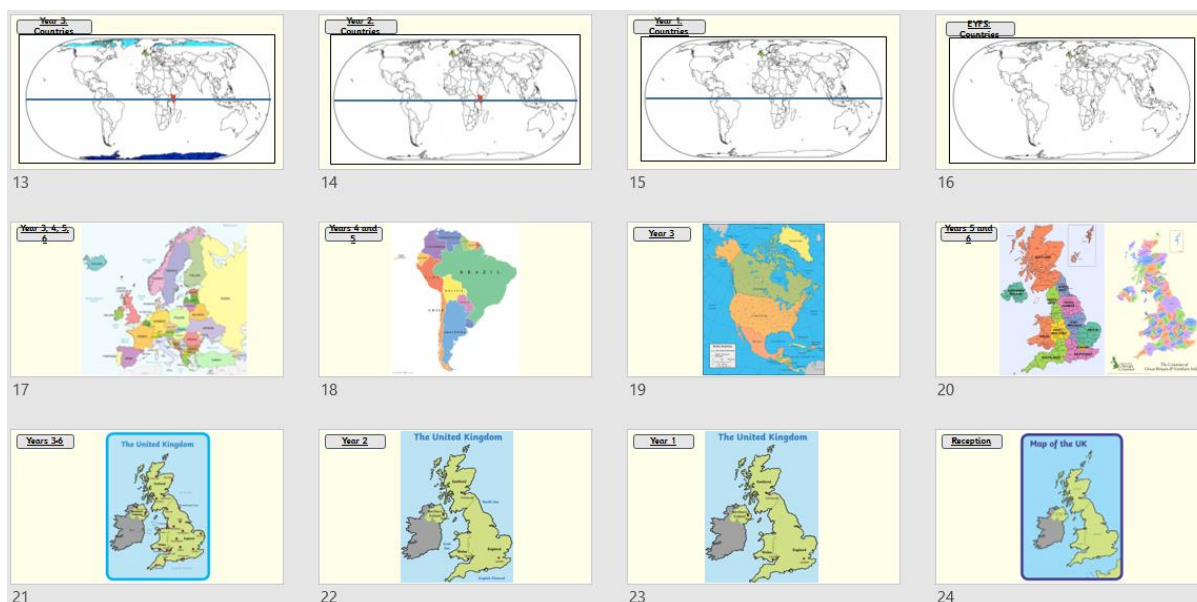
At the beginning of each unit, children will RAG-rate themselves against each objective – colouring the objective red if they are not confident, amber if they have some understanding and green if they are confident. At the end of each lesson, the children will then reflect on their learning and complete the RAG-rate again to demonstrate the progress in their understanding and allow teachers to put into place any steps necessary to ensure children feel confident in their learning.

Year 2 Autumn 2 and Spring 1 Term: Kenya			
	Knowledge	Start of Unit	End of Lesson
Lesson 1	WALT explore the location of Kenya on a world map.		
Lesson 2	WALT investigate Kenya's climate.		
Lesson 3	WALT investigate Kenya's landscape.		
Lesson 4	WALT explain the physical geographical features of Kenya.		
Lesson 5	WALT identify the different types of settlement in Kenya.		
Lesson 6	WALT explore land use in Kenya.		
Lesson 7	WALT investigate what life is like living in Nairobi.		
Lesson 8	WALT explain the human geographical features of Kenya.		

Progressive World Map

After the skills and topics were decided, two progressive world maps were created which show the aspects of place and locational knowledge being taught throughout the academy. This supports the academy's 'slingshot' approach to revisiting prior learning. The maps can be referred to in order to revisit previous locations studied, make links between areas they have studied and embed children's understanding of the world.





Planning and Delivering Lessons

Planning Template

In order to ensure our planning and lesson structure is consistent throughout the academy, a template for Geography lessons has been created.

- At the start of each lesson, the teacher will show the children the progressive compass and world maps which have been designed for their year group. Children will revisit locations studied and identify where the current location fits in comparison to the rest of the world.
- The key themes for the lesson are introduced.
- Slingshot: Review: This gives the opportunity to revisit their previous learning and use this as a foundation to build upon for the lesson ahead.
- The knowledge organiser and vocabulary for the topic will be introduced / revisited, discussing how the information can be used and added to during the lesson.
- The learning objective (WALT) and success criteria (WILF) are shared.
- The difference between human and physical geography will be discussed.
- The image of a geographer is revisited and the class discuss which skills will be required to meet the learning objective for the lesson.
- The Mild, Hot and Spicy challenges will be introduced to set a clear expectation.

Challenges

Geography is taught through the BAD (Basic, Advanced and Deep) approach, enabling children to be sufficiently challenged through Mild, Hot and Spicy Challenges. Teachers ask different types of questions that enable children to think at different levels and progress to a greater depth of understanding. Bloom's taxonomy provides a systematic way of describing how a learner's performance grows in complexity when mastering academic tasks.

	In geography, this involves (for example):
Creating	Reorganising into a different pattern or structure; creating something new; imagining or designing a solution; planning and predicting/hypothesising/speculating
Evaluating	Critically examining information; making a judgement and justifying my opinion; understanding the views/opinions of others; empathising; balancing arguments and decision making; reflecting on the effectiveness of an enquiry
Analysing	Exploring relationships between factors; investigating and unpicking information; putting new and old information together; inferring new information from evidence; drawing conclusions
Applying	Using information in a new context such as applying a model; simple problem solving; illustrating with an example
Understanding	Making sense out of information, such as interpreting a graph or describing a process; comparing places; explaining the pros and cons of a site or location
Remembering	Recalling facts, identifying a place on a map

Questioning

In addition to using Blooms Taxonomy for pitching challenges, the theory is also used as a basis for developing the questions asked throughout the lesson. This ensures that teachers are asking a range of questions which require children to draw on different levels of thinking. Geography teaching should cause pupils to ask “Where?” and provide them with experiences of working with photographs, maps, atlases, globes, videos and equipment.

Use of ICT

Although geography is strongly rooted in written and spoken language, information technology is a useful tool to aid children in becoming a geographer. All year groups have sets of laptops and can use the school iPads to gather and present information. Children can use the internet to conduct research relating to their own enquiry questions.

Teaching Approach

Geography lends itself to and benefits from a wide range of teaching and learning styles: whole class teaching (when new or complex ideas are introduced), paired work, group work and working independently.

Each unit, children should be given the opportunity to explore the geography of a specific country and the United Kingdom, and study their local area supported by photographs, maps, atlases, globes, videos and equipment. Children complete an oracy-based and a written activity.

Fieldwork

To deepen understanding of geographical processes, children collect, analyse and communicate with a range of data gathered through experience of fieldwork. Fieldwork is vital in allowing children to receive hands-on experience and allowing them to relate the knowledge gained in school to the world.

Year group	Planned Fieldwork	Link with geographical topic
EYFS	Land use of the school	Land Use
Year 1	Explore area surrounding the school	Following Maps and Compass Directions
Year 2	Our local area including Rough Wood	Maps and Compass Directions
Year 3	Walsall Centre	Settlements and Land Use
Year 4	South Staffordshire Water Company Sandwell Park Farm	The Water Cycle and Rivers
Year 5	Weather observation (Willenhall)	Weather
Year 6	Beach visit	Changing Coastline

Provision for SEND

We teach geography to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Inclusive practice should enable all children to achieve their best possible standard regardless of their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

SEND children may possibly not need the same level of support with geography as with their academic work. Children with SEND in Maths or English, may not be considered SEND in geography. All pupils should be able to feel able to participate, contribute and achieve.

Provision for Higher Attainers

Higher attainers are challenged and stretched using the BAD approach to learning. Deep challenges (spicy and, at times, scorcher) are planned for using Blooms Taxonomy, that enable teachers to pitch the learning at the appropriate level. Based on the Bloom's Taxonomy model, deep learning challenges require children to evaluate and create. If they regularly complete these challenges with careful consideration and it demonstrates their deep understanding, they are classed as a higher attainer or greater depth.

Key Subject Specific Vocabulary

The word 'Geography' should be briefly discussed at the beginning of each Geography lesson to ensure that it is explicit to children which subject they are studying and its meaning.

Geography is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.

A slide containing key vocabulary for the unit is discussed at the start of each Geography lesson.

Curriculum texts are used for all topics in all year groups to enable children to carry out their own independent research and expose them to geographical terminology (see our Woodlands Text Map).

Children will be exposed to the key vocabulary and concepts for forthcoming topics through fiction reading for pleasure books in the previous year group (e.g. Italy in Year 6 is introduced in the class reading for pleasure book in Year 5).

The title of each topic also needs to be included in the vocabulary that is discussed for each topic.

Nursery	Land use - identify, features, inside, classroom, outside, area, compare, describe, difference, sort, images, explain, part, class, school, Short Heath, community, photographs, drawings, create, represent
	The United Kingdom – place/s, different, Short Heath, part, world, live, explain, where, interview, aerial, photograph, map, difference, images, describe
	Globe Explorers – explain, world, difference, land, water, world map, identify, model, soil, divided, parts, continents, locate, image
Reception	Globe Explorers – name, locate, Antarctica, Australia, Africa, North America, South America, Europe, Asia, continents, world, match, corresponding, world map, country/ies, the United Kingdom, live, England, difference
	Land Users – weather, different, types, The UK, identify, today, school, where, picture, explain, village, Short Heath, map, aerial, photograph, house, shop, canal, woods, describe, features
	Land Use – identify, different, plan, survey, school, grounds, present (show), findings, explain, features, aerial, photo/graph/s, past, present (now), compare, change/d
Y1	The United Kingdom – explain, difference/s, meaning, human, physical, geography, equator, impact, climate, identify, forests, coast, hills, mountains, seas, rivers, valleys, photographs, map, surround, tourist, brochure, England, Scotland, Wales, Northern Ireland, nations, boundaries, city, town, village, ports, harbours, factories, farms, offices, shops, presentation, summarising, locate, London, landmarks, features, Willenhall, geographical, compare, contrast, similarities
	Following Maps and Compass Directions – compare, different, types, map/s, explore, navigate, classroom, school, grounds, create, floor plan, design, route, follow, school's local area, weather, season, change, investigate, canal, safe, houses, human, physical, geographical, features, aerial, photographs
Y2	Kenya – explore, location, Kenya, world map, investigate, climate, landscape, explain, physical, geographical, features, holiday, brochure, different, types, settlement, land use, Nairobi, human, citizen, Maasai Mara village, Willenhall, compare, contrast, the United Kingdom, similarities, differences, reporting, impact, tourism

	Maps and Compass Directions – explore, difference, large-scale, small-scale, map/s, locate, school, identify, physical, features, school's local area, existence, coal mines, human, fossil fuels, explain, geographical, estate agent, design, route, fieldwork, land use, organise, photographs, location, create
Y3	The Polar Regions – explore, The Arctic Circle, unique, physical, human, map, investigate, Antarctica, summarise, key events, South Pole, The United Kingdom, compare, human activity, affects, environment, global warming, impacting, identify, protect, effects
	Settlements and Land Use – define, urban, map, plan, fieldwork, investigation, Walsall, town centre, suburban, Willenhall, rural, Cannock Chase, compare, contrast, present (show), findings, sketches, tables, graphs, corresponding, explanation, research, 6 th Century (Anglo-Saxon period), 19 th Century (Victorian period), modern day, changed, over time
Y4	The Water Cycle and Rivers – explore, role, river, formed, identify, characteristics, River Tame, surrounding, landscape, map, plan, fieldwork, investigation, explain, features, journey, present (show), findings, sketches, tables, graphs, corresponding, explanations, British sewage system, impact, environment, cause, effect, flooding, management strategies
	The Amazon Rainforest – identify, ecosystem, investigate, climate, explore, landscape, producers, role, consumers, documentary, David Attenborough, wildfire, primary effects, secondary effects, causes, newspaper report, human activity, impact, overpopulation, deforestation, pollution, fossil fuels, environmental, strategies, reduce, evaluate, effective/ness, existing, management strategies, damage, government, protect
Y5	Brazil – explain, meaning, favelas, identify, features, area, Rio de Janeiro, exist, effects, human, geographical, data, investigate, strategies, improve, quality, cause/s, information, location, influences, Prime Meridian, time zone, compare, contrast, physical, Amazon Rainforest, land use, podcast, sanitation system/s, Walsall, environmental impact, reduce, effective
	Weather – plan, collection, data, Willenhall, explain, difference/s, climate, climate change, causes, effects, strategies, manage/d, key figures, leading, taking action, analyse, present, temperatures, precipitation, wind speed, wind direction, cloud observation, Rio de Janeiro, weather forecast, compare, contrast, similarities
Y6	Italy – globes, maps, digital mapping, identify, physical, North/ern, South/ern, human, collate, conclusions, research, compare, contrast, similarities, differences, documentary, the United Kingdom, report, divide, environment, skiing tourism, human activity, flooding, management strategies, protect, environmental impact, evaluate, explain, effectiveness, reduce, debate, investigate, volcanoes, cause, volcanic eruption, primary effects, secondary effects
	Coastline – plan, investigate, British, locating, area, map, erosional, landforms, depositional, explain, formed, sketches, diagrams, report, process, change/d, over time, identify, strategies, management, information, adaptation, houses on stilts, sea walls

Impact:

By the time children leave Woodlands, they should have a wealth of knowledge relating to local and world Geography. Throughout the curriculum are many opportunities for children to compare and contrast between their local area and the wider world. They should have the essential skills and knowledge that children from our local area need in order to think like a geographer: locating, investigating and explaining.

Assessment

At the beginning and end of each lesson, children assess their own learning by RAG-rating against the learning objective. Assessment for Learning books allow teachers to identify children who are working towards, at or above the expectation for each learning objective. Progress in Geography will then be reported to parents at the end of the academic year in each child's School Report against the key aspects.

Summative Assessment

Summative assessment judgements are made at three different points throughout a unit of work: at the end of a teaching unit, a mid-point assessment and a final year judgement. The assessment is based on the key aspects mentioned above. Class teachers will identify the children who are working towards, age related and greater depth for each aspect. From this assessment, percentages are created for the children working at each level across the academy. Subject leaders can then use this to identify any areas of the geography curriculum that need more development in addition to areas of strength. Teachers should use a wide range of evidence to reach their conclusion regarding a child's ability in geography: verbal and written responses.

Learning Focus	End of Teaching Unit		Mid-point assessment		End of Year Assessment	
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Locational knowledge						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Place knowledge						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Human and physical geography						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Geographical skills and fieldwork						

References:

- Department for Education (2014) 'Geography Programmes of Study: Key Stages 1 and 2 National Curriculum England', Accessed: 24th August 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf
- AQA GCSE Geography
<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>
- Royal Geographical Society
<https://www.rgs.org/>
- Geographical Association – Blooms Taxonomy

https://www.geography.org.uk/write/mediauploads/teacher%20education/gaite_sft_learning_theories.pdf