

IMPLEMENTATION & IMPACT OF GEOGRAPHY AT MILE CROSS PRIMARY



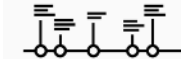
'An exceptional curriculum that brings Norfolk & Norwich into every classroom and the school environment whilst providing rich experiences and opportunities to recognise what lies beyond to celebrate the history, culture and diversity of our world'

We want to inspire children to become global citizens by first exploring their own place in the world, their values and responsibilities to other people, to their environment and to the sustainability of the planet.



KEY SKILLS

- Location: Maps, atlases and digital tools to locate
- Place: Describing locations with detailed language e.g. population, climate, economy
- Human & Physical geography
- Geographical skills & field study skills



CONTENT & SEQUENCING

- In EYFS children name and locate different parts of the local area, express their opinions on natural and built environments, comment and ask questions about their familiar world and show care and concern about the living environment, find out about the environment by talking to people, examining photos and visiting places
- In KS1 , children create their own maps in familiar environments, use a wide range of resources - maps (diff. scales) and atlases, follow directions - left, right and N E S W, visit local sites of geographical interest.
- In KS2, children use a wider variety of maps, create their own maps, compare different maps, use co-ordinates and compass points, visit local sites of geographical interest.



CROSS-CURRICULAR LINKS

- High quality texts are used at a level that all children can access.
- Cross-curricular writing is regularly a focus in lessons
- Directional language and co-ordinates.
- Time zones and temperatures link to negative and positive numbers.
- Statistics and data analysis (bar graphs and pie charts).



ACHIEVEMENT FOR ALL

- The curriculum is planned to enable the most disadvantaged and those with SEND to achieve.
- Use of adaptation such as finding alternative ways for children to record, writing frames and thorough differentiation so that the topic can be accessed by all, including outdoor learning.
- Ensuring all children are given support to demonstrate learning by use of film, art etc.
- Use of outside areas to nurture.



PROGRESS

- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous learning
- Develop enquiry, analysis and explore 'The Big Questions'
- Responses to key questions in books
- Book scrutiny and monitoring



IMPACT

- Children can produce an independent piece of work to reflect their learning.
- Children can employ key skills eg. Map reading to show automaticity.
- Children can respond orally to key questions explaining their learning throughout the topic
- End of unit written tasks