

Primary Geography Quality Mark 2019/2020 Bronze application



The Academy at
St James
Aspire, Achieve, Believe

Information about our school.



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At The Academy at St James we have a nature reserve which was recently made more accessible by the building company, Keep Moat. They created a path around the nature reserve to allow all children to access the reserve safely. In the nature reserve itself, more trees have been planted and there is a pond which many children go down and observe. We work closely with outside educational providers who use our grounds to support map reading skills, compass work and orienteering. We also have an allotment which is based at the bottom of our school field where children grow their own vegetables. We are also in the process of creating an outdoor cycle track to support our children in their cycling. The cycling track will be placed around the bottom field and used by all years. We will also be working closely with Nell Bank who will support our Geographical knowledge of our local area and in September 2020, all years, will be studying their local area which will help to compare and contrast with other locations around the world.

Information about our school.



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The children at The Academy at St James have limited experiences when they are not in the school setting due to the school being situated in an area of high deprivation. We provide many enriching experiences to develop their social and emotional needs eg, whole school trips to Filey, whole school trips to Yorkshire Wildlife park, Eden camp, Manchester Airport, Ilkley (Nell Bank). Due to their limitation of experiencing new places, their Geographical knowledge is poor due to many children not leaving the neighbouring towns. The proportion of pupils with SEND or who are disadvantaged is much higher than the national average and are pupil premium is higher than the national average as well therefore poverty is a challenge which we also face.

Section A- What is the quality of geography education like?

1. Intent: To what extent does the school’s geography curriculum set out and share the knowledge and skills that pupils will build?

(i) The geography curriculum articulates a shared vision for geography. Its rationale is clear and takes account of the school’s local context.

Curriculum lead

Action Plan

Autumn 1 2019

CONTEXT STATEMENT: The final OfSTED report for St James Church Primary states 'The curriculum is not sufficiently broad and balanced, so pupils do not get enough chance to develop an appropriate range of skills, knowledge and understanding.' It goes on to recommend that the school 'Improve the curriculum by: - ensuring that sufficient time is given to the teaching of all subjects, so that pupils get to produce a broader range of work and develop a wider body of knowledge and skills - ensuring that the curriculum stimulates and motivates pupils and prepares them well for life in modern Britain - upholding high expectations of pupils' work in all subjects as well as in English and mathematics - developing and implementing a strategy to more extensively promote British values.'

As the curriculum was not meeting the needs of the pupils or fulfilling requirements, under the new guise of Academy at St James, the decision was taken to write a new, bespoke curriculum. This process began in July 2017 and is continuing to develop and improve each term.

AIMS: To ensure Geography is being taught in accordance to the National Curriculum and that it is bespoke for our children at the Academy at St James.

SUCCESS CRITERIA

1. Staff plan appropriately for Geography in all 3 terms off the academic school year.
2. Sequencing of learning geographical skills is clear and concise
3. A clear progression of geographical skills and knowledge is evident from Nursery to Year 6.
4. All learning intentions and success criteria will be Geography specific.
5. Outcomes are Geography lead which in turn are clear and precise
6. Children are able to articulate themselves about the Geographical skills and knowledge which they are learning
7. Key skills will be followed using the curriculum document.



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Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A1 (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is an extract from the Geography action plan (appendix 1) which was written by the Geography lead alongside the Curriculum lead. It focuses on Ofsted’s recommendation following from the Inspection in 2016 (appendix 2) and Ofsted's report in 2018 (appendix 3). We have placed a huge emphasis on our curriculum as it was re-written in 2017 and is being developed now, in 2020 to ensure that high quality geography is being taught. |
| Why was this example chosen? | This was chosen as it highlights the journey that we have been on as a school and it shows what underpins our curriculum and geography learning at The Academy at St James. |
| What does it show that children know, understand and can do? | It shows what we want our children to be able to do when they are at our school and the focus and training which we have given to our staff. We want a clear progression of geography being taught and this can be seen in he further slides. |

Section A- What is the quality of geography education like?

1. Intent: To what extent does the school's geography curriculum set out and share the knowledge and skills that pupils will build?

(i) The geography curriculum articulates a shared vision for geography. Its rationale is clear and takes account of the school's local context.



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Geography vision at The Academy at St James

Why/ Intent:

We want our children be active global citizens who value, respect and appreciate planet Earth and its peoples. We want our children to value their own, and others, surroundings and understand how they can impact our changing world.

This is our Geography intent at The Academy at St James. We kept it simple and concise as this is simply why we teach geography at our school. It is fundamental that our children understand the impact which they can have and develop into conscious global citizens who are aware the impact which they can have.

Context Slip



| | |
|---|---|
| Criteria met: e.g. A2(i) | A1 (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | It shows our clear and concise intent which underpins every lesson, every outcome, every resource and every educational visit which we go to promote our love of Geography learning! (see appendix 4) |
| Why was this example chosen? | This example was chosen as it shows how intent to our whole geography curriculum and why geography is fundamental to our school and how to underpins our learning in other key subjects. |
| What does it show that children know, understand and can do? | It is our intent to the whole of the geography curriculum which goes beyond the classroom walls. It is our end goal and something which children understand and strive to in every year. |

Section A- What is the quality of geography education like?

1. Intent: To what extent does the school's geography curriculum set out and share the knowledge and skills that pupils will build?

(i) The geography curriculum articulates a shared vision for geography. Its rationale is clear and takes account of the school's local context.

2. Aims

- To encourage our children to value their own, and others, surroundings and understand how they can impact our changing world.
- To provide an environment which encourages the development of confidence, necessary for pupils to develop their Geography knowledge and skills.
- To provide our children with opportunities which encourages children to be active global citizens who value, respect and appreciate planet Earth and its peoples

This is an extract taken from our Geography policy, the policy was shared and created with teachers to ensure that all staff whether being teaching or support staff know the importance of geography and how it can underpin other subjects using cross-curricular links.



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<https://academystjames.com/geography/>

Context Slip

| Criteria met: e.g. A2(i) | A1 (i) |
|---|---|
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is the first 3 aims taken from our school Geography policy, which can be found using the link provided, it reinforces our intent for the whole school and actively encourages teachers to ensure their lessons are planned in accordance to these aims. (see appendix 5) |
| Why was this example chosen? | This example was chosen as it shows how intent to our whole geography curriculum and why geography is fundamental to our school and how to underpins our learning in other key subjects. |
| What does it show that children know, understand and can do? | It is our intent to the whole of the geography curriculum which goes beyond the classroom walls. It is our end goal and something which children understand and strive to in every year. |

Section A- What is the quality of geography education like?

1. Intent: To what extent does the school's geography curriculum set out and share the knowledge and skills that pupils will build?

(i) The geography curriculum articulates a shared vision for geography. Its rationale is clear and takes account of the school's local context.

- To develop pupils' full potential in Geography capability by providing a broad balanced and differentiated curriculum which encompasses all statutory requirements.
- To provide opportunities for pupils to apply the knowledge skills and understanding learned in other curriculum areas where appropriate.
- To provide opportunities for pupils to explore their natural surroundings which will develop their understanding of the world.



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Context Slip

| | |
|---|--|
| Criteria met: e.g. A2(i) | A1 (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | These are the next 3 aims which have been taken from the geography policy. Focussing on providing opportunities for our child, is fundamental to our school and everything in which we do. This can also be supported by our whole trip to Filey, there are pictures to support. |
| Why was this example chosen? | This example has been chosen as it shows more in depth the importance of visits and opportunities for our children to provide them all with experience which they normally would not be provided with at home. This will shown later on in the presentation. |
| What does it show that children know, understand and can do? | It is our intent to the whole of the geography curriculum which goes beyond the classroom walls. It is our end goal and something which children understand and strive to in every year. |

Section A- What is the quality of geography education like?

1. Intent: To what extent does the school’s geography curriculum set out and share the knowledge and skills that pupils will build?

(i) The geography curriculum articulates a shared vision for geography. Its rationale is clear and takes account of the school’s local context.

Curriculum intent

The curriculum at Academy St James is designed to be balanced, challenging and relevant. It is also innovative and personalised, built around students’ individual needs and based on their ability and potential.

At Academy St James, we want our students to be highly successful in their learning. We offer a broad range of subjects at all levels preparing students for further education and future careers. We are also responsive to the national agenda thus ensuring that our students can compete robustly with all students nationally.

Curriculum principles

Aspire – That as a school we direct all hopes and ambitions into succeeding for all our pupils.

Achieve – That all pupils will achieve their full potential and fulfil their dreams.

Believe- We believe that everyone is unique and special and deserves the very best education.



Context Slip

| Criteria met: e.g. A2(i) | A1 (i) |
|---|---|
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This has been included as it’s important to highlight where our geography intent has been developed and derived from which is from our overall curriculum intent. Our geography curriculum is innovative and personalised and has changed, adapted over the years to suit different cohorts of children. |
| Why was this example chosen? | This example has been chosen as it shows our whole school approach to the curriculum, which was also written with staff, it is important to know that this curriculum was re-written 2 years ago when the school was put into special measures and now we are able to focus on embedding non-core subjects (geography) into our curriculum. |
| What does it show that children know, understand and can do? | This has been shared with parents, children and visitors and it is clearly visible our aim for our curriculum when you visit our school, to be purposeful and meaningful- which is fundamental to our geography curriculum. |

Section A- What is the quality of geography education like?



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1. Intent: To what extent does the school's geography curriculum set out and share the knowledge and skills that pupils will build?

(ii) There is an ambitious, well planned and coherent geography curriculum, with a clear and articulate rationale for any topics and themes studied, which consistently builds on prior learning.

Year 1 and 2 - Year A - Long Term plan overview 2020/21

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|---|--|
| | Community | Peace | Respect | Forgiveness | Courage | Trust |
| Key Question/Theme | THE GREAT FOOD JOURNEY Where in the world does our food come from? | | THE GREAT LEADERS Who are the people who help us? | | JUST THE TICKET What forms of transport do we have in our local area? How has transport changed over time? | |
| Curriculum Core Texts | The pea and the Princess Mam Panya's Pancake | | Taking flight Adam Hader Florence Nightingale - Sally Hewitt Mary Seacole - Nick Hunter | | 100 Decker bus Mrs Armitage on wheels | |
| English | | | | | | |
| Maths | Place value Addition and subtraction Data handling + measures (Science) | Place value continued Multiplication and division Properties of shape (Art links) Data handling (Science) | Place Value Fractions Applying calculations (In other subjects) | Place value and applying calculations - money | SATS - revision Measures (Science) | Measures (Science) Consolidating from SATS QLA Shape |
| Science | Everyday materials | Living things and their habitats | Animals | Human Body | Plants | Seasonal Change |
| Hist/Geog Weather watching will run as a daily skill to be taught Timelines to be used throughout the year | Map skills Features of a local areas and of school grounds | Place Knowledge and Human and Physical Features Compare UK area to Non-EU country. | The Queen Who makes laws and rules in school? Local Councillors? | Mary Seacole Florence Nightingale Other significant people in History who have changed the way we live | Changes in weather and climate | History of the first aeroplane flight |
| Art/D.T | | | | | | |
| Computing | Computer Science | Media | Data Handling | Information Literacy | Computer Science | Media |
| RE | 1.1 God What do Christians believe God is like? | 1.3 Incarnation Why does Christmas Matter to Christians? | 1.8 Who am I? What does it mean to belong? | 1.5 Salvation | 1.6 Judaism | 1.10 How should we care for the world and for others? |

Geography themes

Taking care of our world

Settlement and migration

Nature's power

History themes

Powerful people

Local history

Life of children

Law and order

Settlement and trade

Transport

Rivers

Context Slip

Criteria met: e.g. A2(ii)

Context: This is Year 1 and Year 2's long term plan which has been created by the curriculum lead, subject leaders and teachers. It shows our well planned and coherent geography curriculum as it shows our themes of learning which are taught and developed throughout the 2 years. (see appendix 6)

Why was this example chosen? This was chosen as it shows our ambitious curriculum which focuses on local areas and in particular our school grounds, eg nature reserve.

What does it show that children know, understand and can do? It shows what we want our children to be able to know when they leave KS1 as it has been well planned and is very ambitious which is supported by cross-curricular links!

Section A- What is the quality of geography education like?



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Long term plan-Year 5

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|---|--|--|---|--|---|
| | Community | Peace | Respect | Forgiveness | Courage | Trust |
| Key Question/Theme | <u>Out Of This World</u> Engineer Academy - What does it take to become an engineer? The Sunshine State - Why is Florida out of this world? Lift Off | | <u>After The Heartbreak</u> Where do the people of St. James community come from? What is it like to get older? How has the Industrial Revolution changed Bradford? | | <u>Magic, Monsters and Mayhem</u> What happened to Britain after the Roman's left? The life of the Vikings - Were they really tyrants? | |
| Curriculum Core Texts | Cosmic Balloon To The Moon The Planets One Giant Leap The Man on The Moon Look Inside Space | | Boy at the back of the class The Matchbox Diary The Arrival Refugees The Colour of Home My Name is not Refugee Here I Am | | Vikings in 30 Seconds Beowulf How to Train Your Dragon Dragons (Pie Corbett) | |
| English | Poetry - Is the moon tired? Fiction - Armstrong Non-Fiction - Newspaper report (Engineering) | Poetry: - Six ways to look at the moon Fiction: Eleven - Sci-fi story Non-Fiction - Non-Chronological Report | Poetry: Okay brown girl, Okay Performance poetry Fiction: Narrative-Journey story Non Fiction: Diary | Poetry: The Gift Wrap and The Jewel - Wanda Goines Fiction: Rags to Riches story Non Fiction: Balanced Argument | Poetry: Kennings Fiction: Defeating the Monster Non Fiction: information booklet - Vikings Greek myths | Poetry: Tell me a dragon - Jackie Morris - Xifous Fiction: How to train your dragon Non Fiction: Newspaper report - defeating a dragon |
| Maths | Place value (4 weeks) Addition and subtraction (3 weeks 3 days) | Test week (2 days) Multiplication and division (4 weeks) Geometry - property of shape (3 weeks) including area, volume and perimeter | Fraction, decimals and percentages (6 weeks) Geometry - position and direction (1 week) | Test week (2 days) Place value / calculation recap (2 weeks) Measurement (3 weeks) | Statistics (2 weeks) Revision of previous learning | Test week (2 days) Remainder of term - using QLA to address gaps (prior to transition meetings) |
| Science | Levers, Gears and Pulleys (Forces) | Earth and Space | Living Things | Animals Including Humans How does Science help Chefs? | Properties of Materials | Forces - air resistance etc. |
| Hist/Geog | Geography - Florida Study | History - Space Travel | Geography - Where do people in the St James community come from? Comparing Syria to Bradford | History - The Industrial Revolution Study on Saltire Life of children | Geography - What happened after the Roman's left Britain? History - Anglo Saxons and Vikings | |

Context Slip

| Criteria met: e.g. A2(i) | A1 (ii) and A1 (iv) and A3 (iii) and D (i) and D (iii) |
|---|--|
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is Year 5's long term plan which has been created by the curriculum lead, subject leaders and teachers. It shows our well planned and coherent geography curriculum as it shows our themes of learning which are taught and developed throughout the year. (see appendix 7) |
| Why was this example chosen? | This was chosen as it shows how our Geography curriculum is developed upon as in the previous slide, Yr1/2 focus on the local area and Year 5 focus on the local area but whilst comparing to Syria which links to migration. |
| What does it show that children know, understand and can do? | It shows what we want our children to be able to know when they leave KS2 as it has been well planned and is very ambitious, which is supported by cross-curricular links! |

Section A- What is the quality of geography education like?

(iii) Pupils achieve well, make good progress and are equipped for success in the next stage of their education.


History/Geography



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Context Slip

| | |
|---|--|
| Criteria met: e.g. A2(i) | A1 (ii) and A1 (iv) and A3 (iii) and D (i) and D (iii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is our whole school outline of our curriculum from Reception to Year 6. It shows the key questions which are the focus of learning for the unit of work. (see appendix 8) |
| Why was this example chosen? | This example was chosen as it shows how learning is built on with our spiral curriculum and how we are preparing children for their next stage of education. |
| What does it show that children know, understand and can do? | It shows that we have a spiral approach to our curriculum and one which allows prior knowledge to be built on and developed. We constantly recap over our local area whilst comparing and contrasting to another place of interest which will support the next stage in their education. |

| Strand | N | R | Year ½ A | Year ½ B | Year ¾ A | Y3/4 A | Y3/4 A | Year ¾ B | Year ¾ B | Year ¾ B | Year 5 | | | | Year 6 | |
|------------------|---|------------------------|---|---|---|---|---|---|--|---|---|---|---|--|---|--|
| Key content | | Life in living memory | Significant others and people in history who have helped us. | Kings and Queens | Stone Age/Iron Age | Romans | Ancient Egypt | Stone Age/Iron Age | Romans | Ancient Egypt | Islamic civilisation | Victorians | Saxons Vikings | Ancient Greeks | Bombs, bullets and gas masks- War 1 and2 | |
| Key questions | | How do people help us? | What jobs have people done to help us? | Who ruled and why is this important? | How would someone from the Stone Age live? How did tribes develop? Why would tribes develop? | Why did the Roman's invade Britain? | How did a Pharaoh rule Egypt, who were the Egyptians? Why was it such a powerful place? | What were the physical properties of the Stone Age dweller and how did they live their lives? | What natural disasters occurred in history and how do we know about it? Caesar | How can we know so much about a civilization such as Ancient Egypt that lived so long ago? What remains of Ancient Egypt? | How did the world of the Middle East change during the life of the Prophet Muhammad ? | How did the Mill at Saltaire support the mill workers of Bradford in the Industrial revolution and why was this unusual? | Invasion of the United Kingdom, how the Romans were replaced. | What has been the impact of Ancient Greece on society today? Eg: Language Alphabet Stories | What was the impact of War on our local area and wider? | |
| Geograph y Links | | | Where people that help us come from? Local area Fireman, Police, Hospital, Nurses, Etc... | Where are kings and queens crowned in Britain? Where do kings and queens live? Places around England. | Rivers and where water comes from. Settlement s and how they developed around water and food. | Where were the Romans from? How did they travel to Britain? Why did they invade? What did Britain have to | Non-European country study – Egypt and the Nile. What are the clues to the past? | Stones and Rocks (Rocks and Soils) Mountains and Caves | Volcanoes and Earthquak es | Wonders of the world Where in the world? | Why did Islam spread so rapidly in the seventh century when other empires did? | Where is Saltaire, migration of the Bradford people to Saltaire. Maps of the village, transport links. Human and historical links | Rivers, Seas, Coasts and ways to invade. Potential link to tides. Linked to the Lindsfarne invasion | Compare and contrast modern and ancient Greece.  | What European Countries were involved in the initial war, how did this progress to a world war? What are the countries, continents? | |

Section A- What is the quality of geography education like?

(iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, whole school initiatives and community events.



This is Loveness and her home. Loveness was born in July 2019 but her Mum got very sick after giving birth to her.

SPONSOR SOMEONE

LOGIN

SIGN UP

£798 raised

1

2

3

4

Sponsor Academy St James

One Off

Weekly

Monthly

| Context Slip | |
|---|---|
| Criteria met: e.g. A2(i) | A1 (ii) and A3 (iii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This first picture is a slide taken from the assembly which Mr Tolson delivered to the whole school. Mr Tolson taught in Tanzania for many years and this charity, Forever Angels, was created by his friend. It is a charity which provides support for orphan babies and children. As a school, we raised over £750 due to staff walking and running outside of school. |
| Why was this example chosen? | This example was chosen as it shows that geography supports meaningful community events which make a real difference to other people's lives who are less fortunate than ourselves. |
| What does it show that children know, understand and can do? | Its shows that children were able to compare and contrast their lives to other children in another continent. It provides children with a meaningful understanding of the world around them whilst discussing noticeable differences between their lives and the children who need support and safety. |

<https://trek2tanzania.raisely.com/t/academystjames>

Section A- What is the quality of geography education like?

(iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, whole school initiatives and community events.



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| Context Slip | |
|---|---|
| Criteria met: e.g. A2(i) | A1 (iii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | These are pictures from our whole school trip to Filey. It was when 352 children went to the seaside for the whole day. For many of our children, it was the first time that they had ever been to the seaside or even been on a beach. |
| Why was this example chosen? | This was chosen as it shows the emphasis that we put on community events which underpin our geography curriculum. Allowing children to explore the seaside, see a coastline and experience a seaside village. |
| What does it show that children know, understand and can do? | It shows the experiences that we provide for All of our children. It shows that children were able to come together as a community and value Filey as not only a community event but an educational visit of the seaside! |



Section A- What is the quality of geography education like?

A2: Implementation How is the geography curriculum delivered and assessed to meet the needs of all pupils?

(i) Geography teaching is highly effective, adapts to pupils' needs and applies the intent described in Section A1. It promotes appropriate discussion about the subject matter, stimulates curiosity and makes learning memorable.



Implementation:

Our implementation of high quality teaching of geography is as follows:

- Children are aware that they are learning geography!
- Lessons develop geography concepts, skills and knowledge.
- Questions are used to develop an enquiring, geographical mind.
- We use globes, atlases, maps and compasses to expand our knowledge and skills
- We study physical and human features of geographical locations locally, nationally and internationally.
- We make links between our local and worldwide geography.
- We use fieldwork to gather data about places we are studying.

| Context Slip | |
|---|--|
| Criteria met: e.g. A2(i) | A2 (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is our implentation which was created by the curriculum lead, geography lead and curriculum advisor, Claire Holt. It is simple and precise, for example the first point where we want children to know that they are learning Geography! |
| Why was this example chosen? | This was chosen as it shows the work which leaders have had to do to ensure that teachers are teaching geography! Using lessons which develop skills and knowledge and use a wide range of resources to support all children in their learning. It is essential that is how our geography curriculum is delivered to meet the needs all of all pupils. |
| What does it show that children know, understand and can do? | It shows what we want our children to understand and what we want them to be able to do during and after they leave The Academy at St James. It is our implantation of high quality geography and how it can support teachers when teaching geography. |

Section A- What is the quality of geography education like?

A2: Implementation How is the geography curriculum delivered and assessed to meet the needs of all pupils?

(i) Geography teaching is highly effective, adapts to pupils' needs and applies the intent described in Section A1. It promotes appropriate discussion about the subject matter, stimulates curiosity and makes learning memorable.



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Context Slip

| | |
|---|--|
| Criteria met: e.g. A2(i) | A2 (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is an extract taken from our Medium Term plans. This is taken from Year1 and 2 on cycle A. Our medium term plans have been planned by the year group teachers, with support from Claire Holt and our curriculum lead. The geography lead supports planning for the geography section. |
| Why was this example chosen? | This example was chosen as it shows that we plan to the National Curriculum and the key questions which we start our geography unit of learning. |
| What does it show that children know, understand and can do? | It shows that when the children are in Year ½ we focus on the local area so they are able to understand the area which they live in by using 4 compass points to support their understanding of the school. |

NC Content:

History - The lives of significant individuals in the past who have contributed to national and international achievements.

Geography - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Identify seasonal and daily weather patterns in the United Kingdom.

| | | | |
|--|--|---|---|
| How can we find our way to... using a map of the local area? | Mapping the local area – visit to beck, café west or nursing home. | Plotting local landmarks on maps. Photographs taken during the exploration. | Reading a map Following a map Creating a map. |
|--|--|---|---|

Section A- What is the quality of geography education like?

A2: Implementation How is the geography curriculum delivered and assessed to meet the needs of all pupils?

(i) Geography teaching is highly effective, adapts to pupils' needs and applies the intent described in Section A1. It promotes appropriate discussion about the subject matter, stimulates curiosity and makes learning memorable.



| Context Slip | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is when Year 1 and Year 2 went to Skipton Castle, which linked to their topic of learning about Queens and Kings. |
| Why was this example chosen? | This has been chosen as it shows the different ways we deliver our Geography curriculum. We believe in 'hands on experiences' where every child is able to experience geography in every day life. For many of our children, this was the first time they had been to a castle. They learnt where Skipton was in relation to our school using the 4 compass points. |
| What does it show that children know, understand and can do? | It shows that children having real life experiences which will enhance their own geographical knowledge. Being able to link history and geography together and understanding the importance of the subjects. |

Section A- What is the quality of geography education like?

A2: Implementation How is the geography curriculum delivered and assessed to meet the needs of all pupils?

(ii) The curriculum is relevant and authentic, enabling pupils to draw on everyday experiences as well as their own interests and talents to make sense of geographical processes, patterns and interconnections.



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Wednesday 9th October 2019

U1: To be able to understand what waste is and how it affects our local environment- specifically our school
I am able to complete my table with what waste I have produced.
I am able to clearly write down what waste is in an informative paragraph.

Can you be a waste monitor? Can you record much waste you produce during a school day?

| Day | 8.45 - 9.05 | 9.05 - 9.30 | 9.30 - 10.30 | Break | 10.45 - 11.30 | 11.30 - 12.30 | Lunch | 1.15 - 1.30 | 1.30 - 2.00 |
|-----|-------------|-------------|--------------|-------|---------------|---------------|-------|-------------|-------------|
| | | | | | | | | | |



Wednesday 10th October

U1: To be able to understand what waste is and how it affects our local environment- specifically our school
I am able to complete my table with what waste I have produced.
I am able to clearly write down what waste is in an informative paragraph.

| 8.45 - 9.05 | 9.05 - 9.30 | 9.30 - 10.30 | Break | 10.45 - 11.30 | 11.30 - 12.30 | Lunch |
|----------------------------|-------------|----------------------------------|-------|---------------|---------------|--|
| hair in bins toothpaste | | pencil sharpeners electricity | | | | wast energy cashed 5p coin pencil box cane unit water |

Can you be a waste monitor? Can you record much waste you produce during a school day?

I think waste is where things are broken or things that are not reusable. Waste is single use and I think all the things that are single use a wrapper. I wasted a lot of things here are some of the things I wasted I think that rubbish, pasta box and

Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (ii) and A2 (iii) and C (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is taken from Year 3 and 4 and this is when they were learning about 'Save our world'. This is where they started of by learning about the local area of Allerton. The table is where children had to record data of how much waste they individually wasted throughout the day. |
| Why was this example chosen? | This example was chosen as it shows that geography in our school is purposeful and meaningful to our wider environment. It is more than map reading and links back to our vision of where want our children to understand the impact which they are having on our environment. |
| What does it show that children know, understand and can do? | It shows that children are able to record data and understand the impact which they have on our environment. Children were really aware of any rubbish which they produced and this led to a wider discussion of rubbish in the local area. |

Section A- What is the quality of geography education like?

A2: Implementation How is the geography curriculum delivered and assessed to meet the needs of all pupils?



Tuesday 15th October 2019

U1: To be able to record the type and amount of litter in our local area by conducting field work.

To be successful I will be able to:

- Understand what fieldwork is
- Record data in a table linked to the amount of litter in Allerton.
- Complete a consequence wheel of the effect of dropping litter.



Context Slip

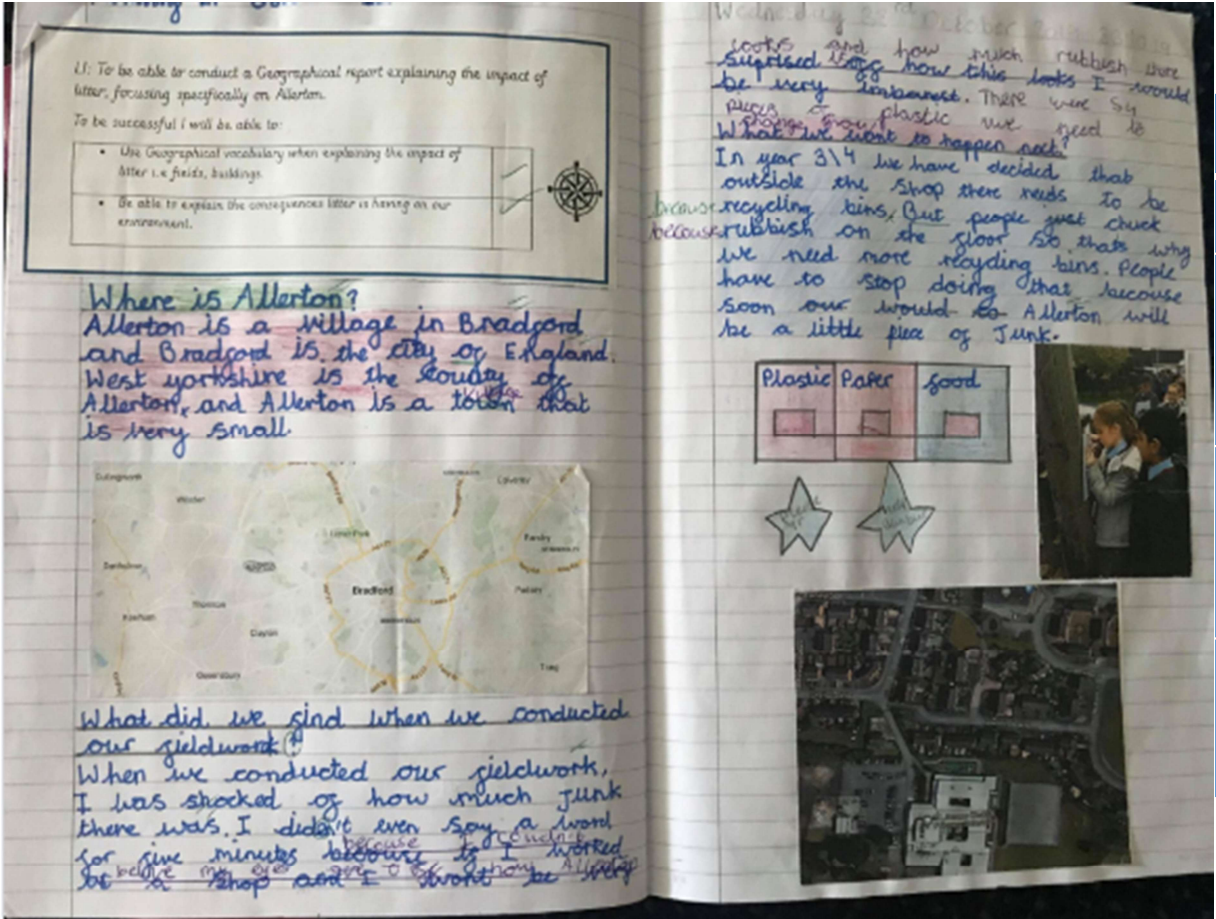
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|---|---|
| Criteria met: e.g. A2(i) | A2 (ii) and A2 (iii) and A2 (iv) and B (ii) and C (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is when Year 3 and 4 mapped their route from our school to our local shop and down to the local Beck. This is where the children recorded how much waste was on the road, by the shop and by the Beck. |
| Why was this example chosen? | This example was chosen as it shows that children were conducting fieldwork whilst collecting their own evidence of the waste which was being thrown on the floor around our school. |
| What does it show that children know, understand and can do? | It developed children's understanding of Allerton through the work of map reading but also developed their understanding of the impact which they are having on their local environment an they decided they wanted to make a change! |

Section A- What is the quality of geography education like?

A2: Implementation How is the geography curriculum delivered and assessed to meet the needs of all pupils?



The Academy at
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Context Slip

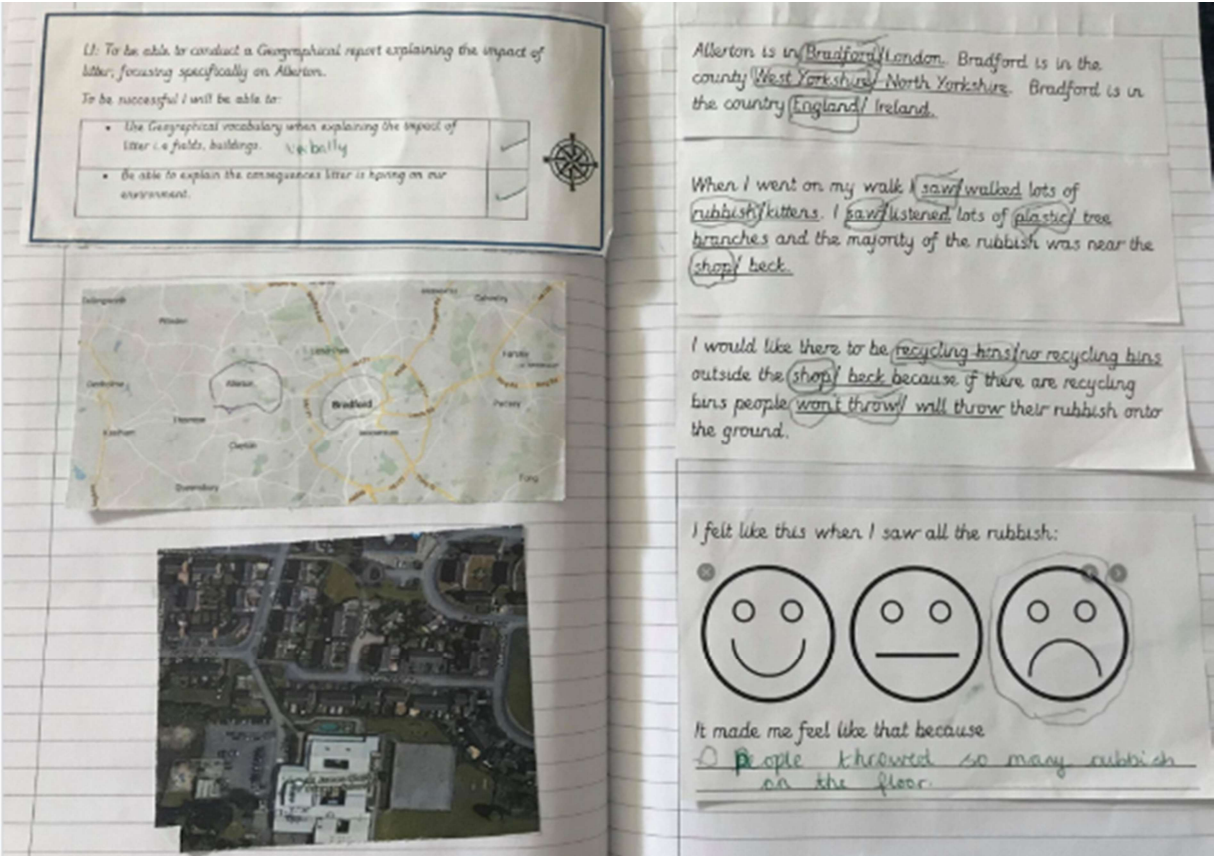
| | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (ii) and A2 (iii) and A2 (iv) and B (ii) and C (i) and C (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is when Year 3 and 4 wrote up their findings in a report format. They were able to display it in any way which they wanted to! They highlighted Allerton on the map (they had several to choose from and chose the one which they wanted) and wrote where it was. They then wrote what they found on their walk. |
| Why was this example chosen? | This example was chosen as it shows a child's work in Year 3 explaining what she found when she was conducting her fieldwork and how now she wants recycling bins outside the local shop due to the amount of waste which was found on the floor. |
| What does it show that children know, understand and can do? | It developed children's understanding of Allerton through the work of map reading but also developed their understanding of the impact which they are having on their local environment an they decided they wanted to make a change! |

Section A- What is the quality of geography education like?

A2: Implementation How is the geography curriculum delivered and assessed to meet the needs of all pupils?



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| Context Slip | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (ii) and A2 (iii) and A2 (IV) and B (ii) and C (i) and C (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is a child in Year 3/4 who requires a 1:1 due to have a range of learning difficulties which impacts his learning. |
| Why was this example chosen? | This example was chosen as it shows that the geography curriculum is delivered to meet the needs of all pupils. As on the previous slide, that work was produced by an ARE child who was able to work independently. This piece of work was also done independently whilst challenging his geography knowledge. As he was asked to choose between Bradford and London and he was able to choose the correct city. |
| What does it show that children know, understand and can do? | It shows that he was able to access the same geography as his peers as it was tailored to his needs. He was able to find Bradford and Allerton on the map and also highlight our school on another map. |

Section A- What is the quality of geography education like?

A2: Implementation How is the geography curriculum delivered and assessed to meet the needs of all pupils?



Click link to see the video which was sent to Councillor Richard Dunbar

Context Slip

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|---|---|
| Criteria met: e.g. A2(i) | A2 (ii) and A2 (iv) and B (ii) and C (i) and C (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is where children wrote up their findings in a report format and they filmed it using green screen. Councillor Richard Dunbar was invited to our school as we were campaigning for recycling bins outside of our local shop to stop littering. |
| Why was this example chosen? | This example has been chosen as it shows the cross curricular links which are used within our geography lessons such as English, drama and ICT. Children were able to film and act how they deemed appropriate. They were very proud of their geographical reports! |
| What does it show that children know, understand and can do? | It shows that children were aware that they were learning geography (our main intent)/ It shows how our geography is delivered to meet the needs of all pupils as all children were able to conduct fieldwork, write a report and deliver their findings. |



Section A- What is the quality of geography education like?

A2: Implementation How is the geography curriculum delivered and assessed to meet the needs of all pupils?



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https://twitter.com/Y4church_prim/status/1200037366775324673



@Y4church_prim

@rdunbar83 we have a question for you...
@church_prim #saveourworld #allerton #recyclingbins



Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (ii) and A2 (iv) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is the video which we sent to Councillor Richard Dunbar regarding our bins. |
| Why was this example chosen? | This example was chosen to show that our geography lessons are embedded and intertwined in all our lessons and even when sending a video, it highlights the importance of geography as children had fought for the recycling bins and we wanted to make sure the children got them! |
| What does it show that children know, understand and can do? | It shows that the children see geography as an important lesson not only in the classroom but for life and it goes beyond map reading and recognising symbols (albeit important) but our geography lessons are important and meaningful. |

Section A- What is the quality of geography education like?

3. Impact: Do pupil outcomes demonstrate the fluent use and application of the intended geographical knowledge and skills?

(i) Pupils have good core knowledge, for example of places and what they are like, they are able to make sense of the way they, and others, see and connect places, people, processes and environments.



The Academy at
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@Y1/2ggchurch_prim @Y1church_prim · 13 Sep 2019

This week in Gigantic Giraffes class we have been exploring the school grounds to discover what animals we can find. Up until now we have found, birds and insects. We are going to keep looking for mammals and amphibians. @church_prim @amazingholt @Bearandlapor



2

3

12



Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A3 (i) and B (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is a tweet which our Year 1/ 2 team tweeted about exploring our nature reserve. |
| Why was this example chosen? | This example was chosen as it shows that children were able to explore our grounds with access to the nature reserve. It also shows our cross-curricular links as they were learning about mini-beasts. |
| What does it show that children know, understand and can do? | It shows that children were able to make sense of their natural environment and make links to their local environment. |

Section A- What is the quality of geography education like?



The Academy at
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3. Impact: Do pupil outcomes demonstrate the fluent use and application of the intended geographical knowledge and skills?

(i) Pupils have good core knowledge, for example of places and what they are like, they are able to make sense of the way they, and others, see and connect places, people, processes and environments.



Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A3 (i) and B (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is in our Reception provision which is accessed by all reception children and their parents. It is a working wall where if a child asks where a place is, the teacher places it on the map and they discuss where it is in relation to England. |
| Why was this example chosen? | This example has been chosen as it shows that geography is developed and supported from Early years and maps are also used to support children in understanding the world and it's countries. |
| What does it show that children know, understand and can do? | It shows what the children know as it is the children who have asked to know where those places are. Whether that is by books which have been read to them by the teacher, discussions with parents or places linked to their themes which they are taught throughout the year. |

Section A- What is the quality of geography education like?



The Academy at
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3. Impact: Do pupil outcomes demonstrate the fluent use and application of the intended geographical knowledge and skills?

(i) Pupils have good core knowledge, for example of places and what they are like, they are able to make sense of the way they, and others, see and connect places, people, processes and environments.



Context Slip

| | |
|---|--|
| Criteria met: e.g. A2(i) | A3 (i) and B (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is the world map which is in the Year 1 and Year 2 provision. It is accessible for all and children will regularly use it for their own learning. |
| Why was this example chosen? | This example has been chosen as it shows children being able to link places and environments together through the pictures which have been provided next to the continents. Adults supporting provision play a crucial role in supporting children in their understanding of the different places |
| What does it show that children know, understand and can do? | It shows children being able to access a global map on a scale which allows them to understand the difference between the sizes of continents and beyond. Again, this is a working wall, so throughout the year when a place is learnt about it is added to the wall to support children's understanding in the provision. |

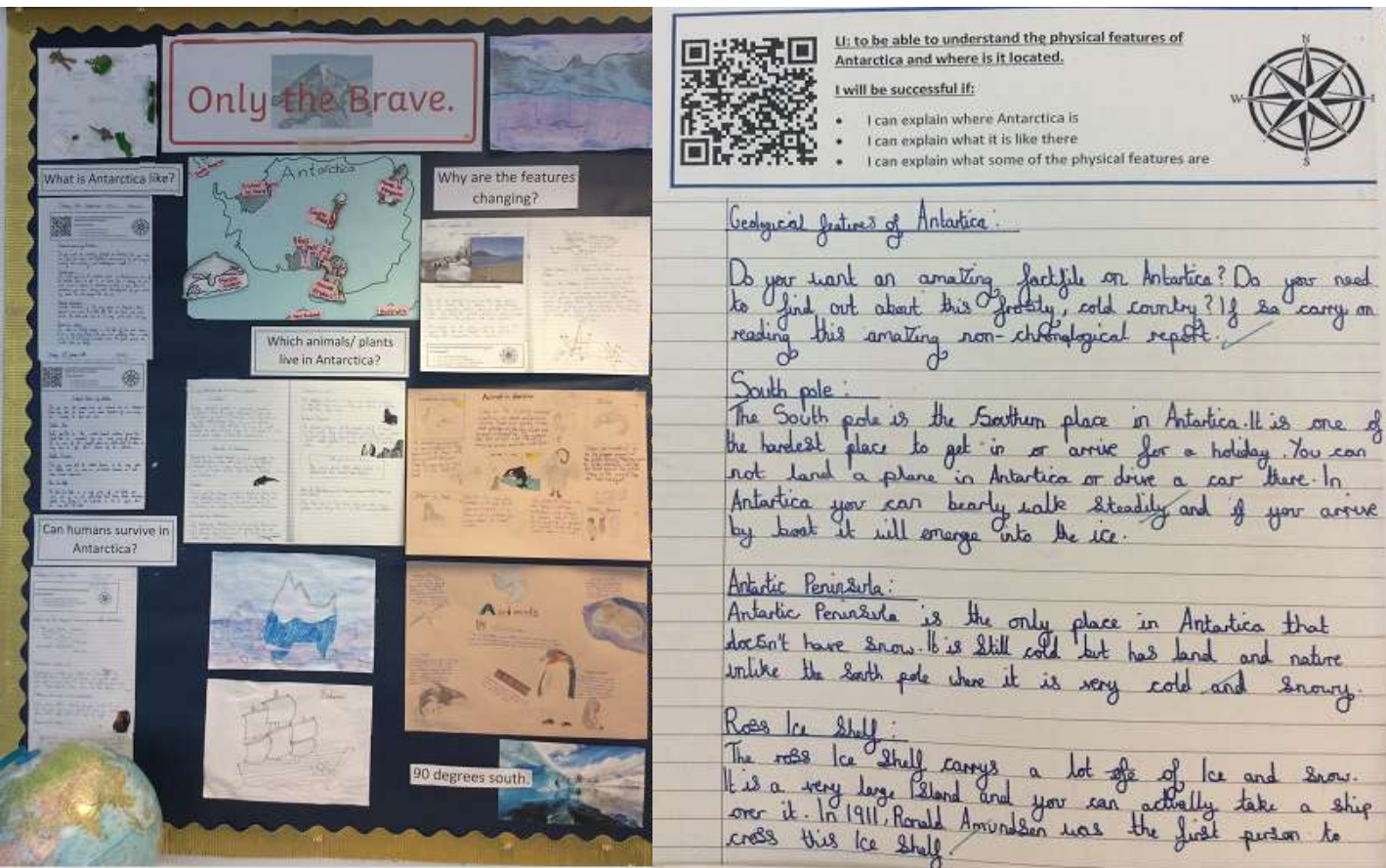
Section A- What is the quality of geography education like?

3. Impact: Do pupil outcomes demonstrate the fluent use and application of the intended geographical knowledge and skills?

(i) Pupils have good core knowledge, for example of places and what they are like, they are able to make sense of the way they, and others, see and connect places, people, processes and environments.



The Academy at
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Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (iv) and A3 (i) and B (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is a display outside of the Year 6 classroom's which showcases their Geography work linked to 'Only the brave.' |
| Why was this example chosen? | This example has been chosen as it shows children having a solid understanding of people, places and environments as children identified where Antarctica was and the geological features. |
| What does it show that children know, understand and can do? | It shows children research places of interest, they are able to research and identify the geological features of Antarctica such as the Antarctic peninsula which then links to their English text 'Shackleton's journey'. Global warming was discussed as it linked to the question, 'why are the feature changing?' allowing children the opportunity to understand the impact of global warming. |

Section A- What is the quality of geography education like?



The Academy at
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3. Impact: Do pupil outcomes demonstrate the fluent use and application of the intended geographical knowledge and skills?

(ii) There is evidence of pupils employing geographical skill sets such as enquiry, mapping, graphicacy and vocabulary, often enhanced by digital technologies.



Context Slip

| | |
|---|--|
| Criteria met: e.g. A2(i) | A3 (ii) and D (iii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | Children in Year 3 and 4 using Digimaps to understand the physical features of Borneo- which linked to their topic of 'Save our world'. Borneo and Sumatra were studied as deforestation was a focus and the impact it has on orang-utans. |
| Why was this example chosen? | This example was chosen as it shows children using digital mapping to develop their own geographical knowledge and skills. It is where children were using symbols and understanding what each symbol meant. |
| What does it show that children know, understand and can do? | Children were able to identify physical features of Borneo and they started making links to our local area of Allerton. "We don't have any mountains in Allerton. Borneo has mountains, I can see it here." |

Section A- What is the quality of geography education like?



The Academy at
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3. Impact: Do pupil outcomes demonstrate the fluent use and application of the intended geographical knowledge and skills?

(ii) There is evidence of pupils employing geographical skill sets such as enquiry, mapping, graphicacy and vocabulary, often enhanced by digital technologies.

Context Slip

Criteria met: e.g.
A2(i)

Context: what is the evidence, what does it show and how is it hitting the key indicator?

Why was this example chosen?

What does it show that children know, understand and can do?

A3 (i) A2 (ii) and A2 (iv) and D (iii)

Children in Year 3 and 4 using Digimaps to understand the physical features of Borneo- which linked to their topic of 'Save our world'. Borneo and Sumatra were studied as deforestation was a focus and the impact it has on orang-utans. This is the tweet which we used which was re-tweeted by Digimaps and these photos will be used for their training purposes. The written work is what children evidenced when finding the physical features of Borneo. This child has also gone one extra step by naming a river.

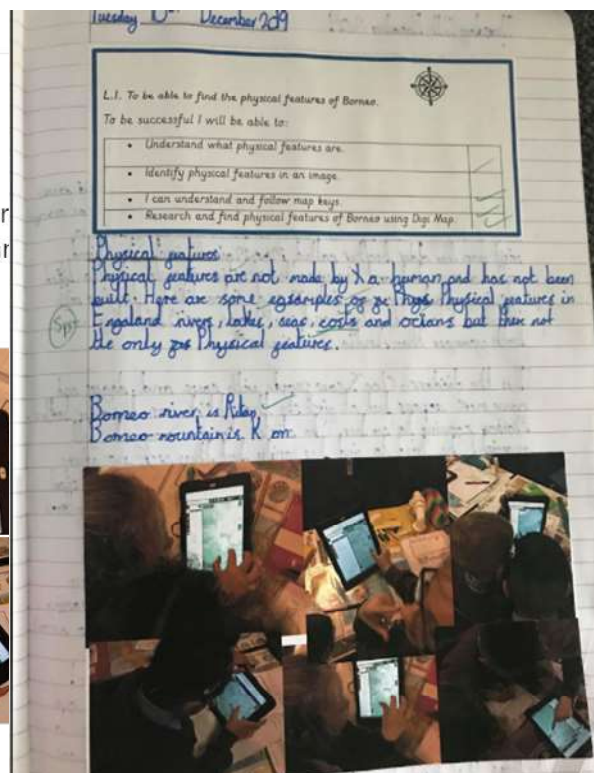
This example was chosen as it shows children using mapping skills which has been enhanced by digital technology.

It shows that children are beginning to understand how to use digi maps and have been able to identify the physical features of a non EU country. They are developing their geography skills and also their geography knowledge whilst recognising physical features on a digital map.



@Y4church_prim

@church_prim @y3church and Year 4 have been developing their map reading skills by using @Digimap4Schools to understand the physical features of Borneo, which links to our topic 'Save our world' and the protection of orangutans! @amazingholt #geographyskills #mapreading #keys



Section A- What is the quality of geography education like?

3. Impact: Do pupil outcomes demonstrate the fluent use and application of the intended geographical knowledge and skills?

(ii) There is evidence of pupils employing geographical skill sets such as enquiry, mapping, graphicacy and vocabulary, often enhanced by digital technologies.



The Academy at
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@year5church_prim @year5church · 17 Mar

We did a bit of orienteering to find QR codes which would help us find out key facts about the industrial revolution. #activelearning @church_prim #history #ict @PEchurchprim1



Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (iv) and A3 (ii) , B (i) and B (ii) and D (iii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is a map of the school grounds which uses a key and a relevant scale which children refer to when finding different points around the school grounds. The children used QR codes and went orienteering to help find facts about the industrial revolution. |
| Why was this example chosen? | This example was chosen as it shows that we use geography skills in all subjects to enhance learning experiences. We are developing mapping and geographical skills with reference to other subjects. |
| What does it show that children know, understand and can do? | It shows that children see geography as a subject which can support other subjects and that skills can be transferrable and geography is not just a stand alone lesson. |

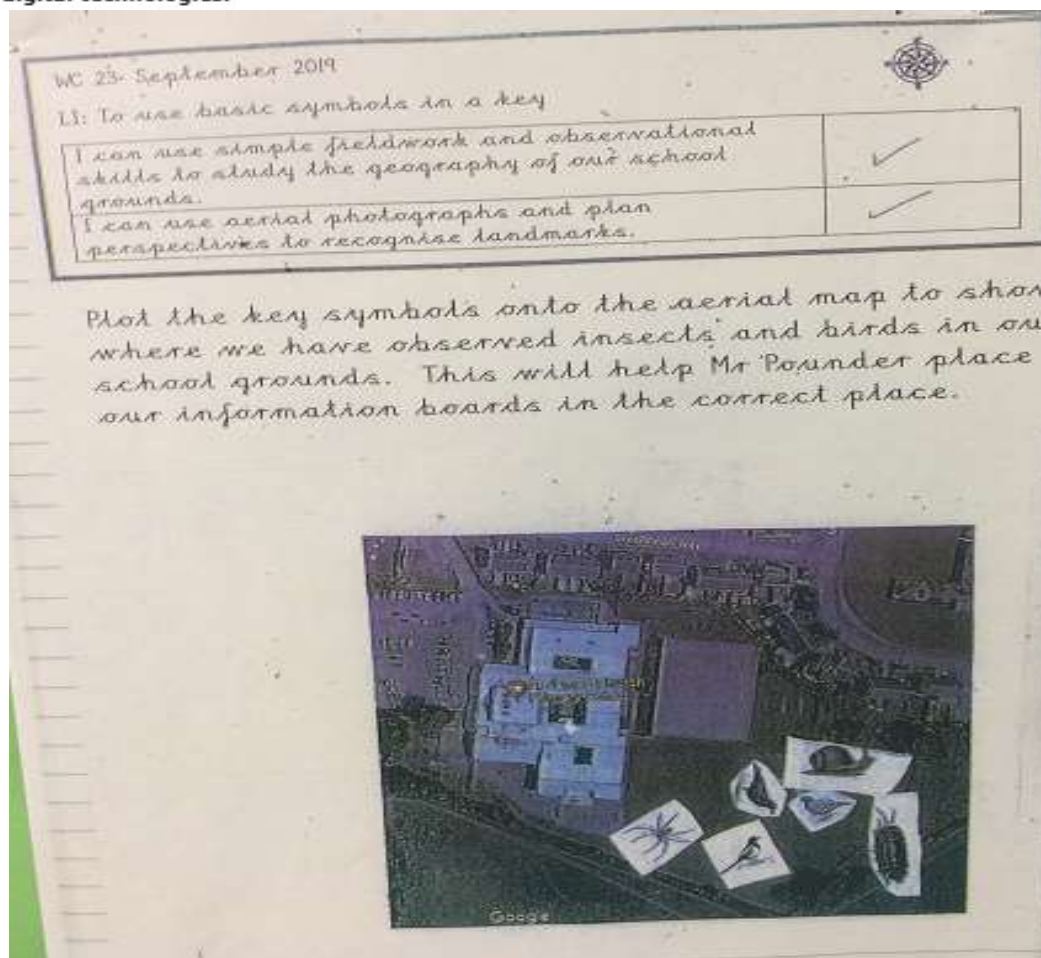
Section A- What is the quality of geography education like?

3. Impact: Do pupil outcomes demonstrate the fluent use and application of the intended geographical knowledge and skills?

(ii) There is evidence of pupils employing geographical skill sets such as enquiry, mapping, graphicacy and vocabulary, often enhanced by digital technologies.



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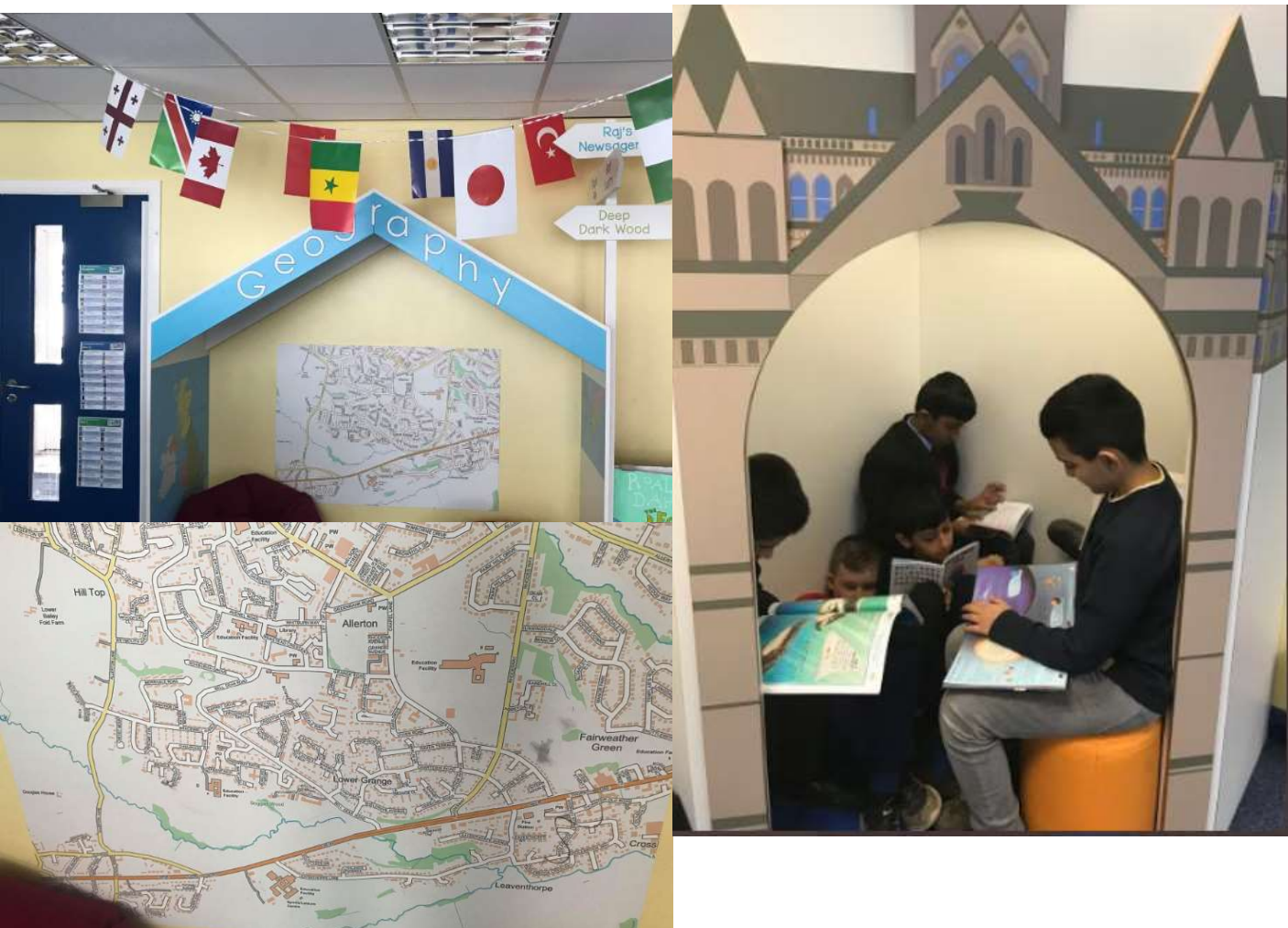


Context Slip

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|---|---|
| Criteria met: e.g. A2(i) | A2 (iv) A3 (ii) , B (i) and B (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is a year 1 child's piece of work where the focus was on being able to use basic skills in a key. |
| Why was this example chosen? | This example was chosen as it shows that we use the school's surroundings to develop mapping and key recognition. |
| What does it show that children know, understand and can do? | It shows that children were able to identify where our own nature reserve was in relation to our school, the beck and the main roads. By providing children with this ariel view, children were able to see the school's positioning in relation to the local area. |

Section B- How does geography education shape behaviour, attitudes and values?

(i) Geography creates an effective learning environment, where teacher-pupil relationships are positive and the subject is enjoyed and valued.



Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A3 (iii) and B (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | <p>This is an area of our newly refurbished library. This is the geography section where children are able to explore a different range of maps of our local area.</p> <p>There is a picture of Year 6 boys who are sitting in 'Cartwright Hall' which is a building in Bradford. This allowed the boys to ask questions about where Cartwright Hall was thus they used the maps to support their thinking.</p> |
| Why was this example chosen? | <p>This example was chosen as it shows that geography creates a positive learning environment as children enjoy reading in our geography area where maps of the local area can be explored and discussions can be developed, asking where they live and where their peers live etc.</p> |
| What does it show that children know, understand and can do? | <p>It shows that children enjoy geography and see it as an integral part of our school due to it being promoted and valued in our newly renovated library which is loved by all children, especially the geography area!</p> |

Section B- How does geography education shape behaviour, attitudes and values?

(i) Geography creates an effective learning environment, where teacher-pupil relationships are positive and the subject is enjoyed and valued.

Pupil interviews- Year 5

Ramzi and Jessica

What is Geography?

Both children were really confident in telling me what Geography was.

"It's countries in the world, also the countryside. Different parts of the country"

"It's about how some countries are different and how some countries are the same. How some people eat different food and some speak different languages."

"I also know that countries have different times and temperatures because they don't always face the sun."

Pupil interviews- Year 3 and 4

Roxsana, Sarah, Elisia, Neveah, Ryan and Charmaine

What is Geography?

Children we asked what Geography was and many referred to the 'Save our world' topic where they had to pick up litter. A child said, "We have different topics and this is where learn about rubbish and the environment. It's also learning about countries and different people!"

What Geography do you do at school?

"We picked up litter, save our world."

"We went outside and drew a table and counted how many pieces of rubbish that had been thrown on to the ground. We also learnt that Allerton is in Bradford which is in West Yorkshire"

"That's important to help the environment and the animals"

There was also reference to Borneo and learning about orang-utans and gorillas. (Which linked to science)



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Context Slip

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|---|---|
| Criteria met: e.g. A2(i) | B (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | The geography lead regularly interviews pupils asking them questions about their geography learning. A range of children were asked, many with SEN, EAL or pupil premium to ensure that all children of all abilities are able to articulate their thoughts about their own geography learning. This interview was conducted in January 2020. |
| Why was this example chosen? | This example was chosen as it shows that our geography curriculum is enjoyed and valued as the Year 3/4 children were able to tell me about what geography was and how it linked to their topic. 'Save our world' where our local area and worldwide issues were discussed. |
| What does it show that children know, understand and can do? | It shows that children were able to discuss what they had learnt in their unit of work. Many children were able to discuss how geography had affected them socially and how geography is part of the wider world such as climate change. |

Section B- How does geography education shape behaviour, attitudes and values?

(i) Geography creates an effective learning environment, where teacher-pupil relationships are positive and the subject is enjoyed and valued.



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Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (iv) and A3 (i) A3 (iii) and B (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is when Year 3 class used the map of the school (see pg.29) to develop their orienteering skills. They had to find and navigate points around the school, find a point which corresponded with a symbol which gave them a letter thus allowing them to break the code. |
| Why was this example chosen? | This example was chosen as it shows that children are enjoying the subject and that it is valued as children are developing their orienteering skills in the safety of the school grounds. |
| What does it show that children know, understand and can do? | It shows that children are able to read a map, begin to understand scaling on a map whilst working as a team which all contributes to a learning environment where the subject is valued as children are able to understand that geography is 'hands on!' |

Section B- How does geography education shape behaviour, attitudes and values?

(i) Geography creates an effective learning environment, where teacher-pupil relationships are positive and the subject is enjoyed and valued.



Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (iv) A3 (i) ,B (i), B (ii) and A3 (iii) and D (iii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is one of residential trips which are children go on. Year 4 children are using maps of Nell Bank’s grounds to support their orienteering skills. They had to find different letters at each point and tick off the animal which was at the point. |
| Why was this example chosen? | This example was chosen as it shows that children are enjoying the subject and that it is valued as children are developing their orienteering skills in the safety of the school grounds. |
| What does it show that children know, understand and can do? | It shows that children are able to read a map, begin to understand scaling on a map whilst working as a team which all contributes to a learning environment where the subject is valued as children are able to understand that geography is ‘hands on!’ |



Section B- How does geography education shape behaviour, attitudes and values?

(ii) Pupils are given opportunities to develop confidence, independent enquiry and critical thinking, while working collaboratively, safely and with resilience.



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Context Slip

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|---|---|
| Criteria met: e.g. A2(i) | A2 (iv) B (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | These are our nurture children who were accessing the outside provision in Year 1 and 2 and the nature reserve. The children are watering the plants and vegetables which we grow in our school. |
| Why was this example chosen? | This example was chosen as it shows the different opportunities which all children are provided with. They are able to develop their confidence and independence in the safety of the school grounds. They are working safely and with resilience either by making the bedding plants, sowing the seeds or watering the plants. |
| What does it show that children know, understand and can do? | It shows that children are able to make connections with geography to other subjects and in this instance, science. It also shows that they are able to work safely and geography has been able to provide that opportunity as they are beginning to understand their local area. |

Section B- How does geography education shape behaviour, attitudes and values?

(ii) Pupils are given opportunities to develop confidence, independent enquiry and critical thinking, while working collaboratively, safely and with resilience.



The Academy at
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Context Slip

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|---|--|
| Criteria met: e.g. A2(i) | A2 (iv) and A3 (iii) and B (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | Our reception children walked to the Aldi (our local supermarket) which linked to their topic. They were able to notice different types of houses, they were introduced the vocabulary 'town' and they began understand what was in their local area. |
| Why was this example chosen? | This example was chosen as all our children are given opportunities to develop critical thinking as the reception children were able to notice their natural surroundings, Discussions were had about road safety and they were able to notice similarities and differences to the environment around our school. |
| What does it show that children know, understand and can do? | This shows that we have an emphasis on children taking risks, especially in the Early Years. As even though, it was a walk to the local supermarket it provided opportunities for children to see geography in their local area, understand where they live and practise being safe by crossing the road correctly and notice hazards around them. |



Section B- How does geography education shape behaviour, attitudes and values?

(ii) Pupils are given opportunities to develop confidence, independent enquiry and critical thinking, while working collaboratively, safely and with resilience.

<https://academystjames.com/forest-schools/>

Awe And Wonder Of The Great Outdoors



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Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A3 (iii) , B (i) and B (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | These are pictures taken from our school website which showcase the work which we do in our Forest school. Please follow the link which will take you to our school website page all about Forest schools. |
| Why was this example chosen? | This example was chosen as fire building, den building, obstacle course making and orienteering are just a few of the activities which we do in our Forest school. It provides children, who wouldn't have access at home, to explore their own surroundings, take risks and be resilient when faced with a challenge. |
| What does it show that children know, understand and can do? | It shows that children are able to take risks and understand the boundaries of risk taking within the boundaries of the school environment. They are able to build resilience whilst working collaboratively when working outside. Children created their own obstacle course, using the school grounds, allowing them to understand their school environment more. |

Section B- How does geography education shape behaviour, attitudes and values?

(ii) Pupils are given opportunities to develop confidence, independent enquiry and critical thinking, while working collaboratively, safely and with resilience.



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https://youtu.be/Tffmrc_4vzY



Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (iv) and A3 (iii) and B(ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is the link which shows the work that our forest school has been doing this year. These are pictures which are of the boys who need extra support either from an SEN or SEMH view point. |
| Why was this example chosen? | This example was chosen as it shows that this group of boys are able to take risks and push their own boundaries, take risks and work collaboratively- communication is encouraged and demonstrated by the forest school lead, Mr O'Brian who was awarded P.E teacher of the year. He regularly shows the children how to take risks in a safe, controlled environment. |
| What does it show that children know, understand and can do? | It shows that children are provided a wide range of opportunities to develop their confidence and resilience skills which is underpinned by geography. Emphasising that geography at a school goes beyond a 'typical' school environment. |

Section B- How does geography education shape behaviour, attitudes and values?

(iii) Pupil and teacher surveys are inclusive and the feedback is used appropriately.



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[A.L. Yr 5]

Pupil geography questionnaire

What is geography?

Geography is where you can learn about the world and different places, cities and continents around the world. Also, it is about exploring different destinations whilst using a compass and directions to where you need to go.

What do you enjoy about geography?

I enjoy learning about different countries in geography because some countries I don't know a lot about therefore I like learning about it. I also enjoy discovering new places.

What would you like to see more of in your geography lessons?

I think that we should do less writing and more activities. Also I think that we should visit places that we learn about.

Context Slip

| | |
|---|--|
| Criteria met: e.g. A2(i) | B3 (iii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is a pupil questionnaire from a year 5 child. It is where key questions were asked to get an understanding of their understanding of geography. |
| Why was this example chosen? | This example was chosen as it shows what this child enjoys about geography with reference to learning about different countries and discovering new places. He also made reference to using compasses and how they help with the directional work. |
| What does it show that children know, understand and can do? | It shows that children are able to articulate their thoughts about geography and how it is linked to everyday life as this child specifies that he likes discovering new places! |

Section B- How does geography education shape behaviour, attitudes and values?

(iii) Pupil and teacher surveys are inclusive and the feedback is used appropriately.



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S.A. & Year 4

Pupil geography questionnaire

What is geography?

Geography is subject where you learn about the earth, world, places, continents and Europe.

What do you enjoy about geography?

My favourite thing in geography is orienteering because for every time I am doing orienteering they will give me a map and it is so fun to find.

What would you like to see more of in your geography lessons?

I would like to see more of learning about places and going to them because we can learn even more about the world that place.

Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | B3 (iii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is a pupil questionnaire from a year 4 child. It is where key questions were asked to get an understanding of their understanding of geography. |
| Why was this example chosen? | This example was chosen as it shows that due to our high standards of geography lesson, he was able to focus on orienteering being his favourite part of geography, which links to slide 34 where one of the lessons can be seen. |
| What does it show that children know, understand and can do? | It shows that feedback was taken from the children throughout year either orally or written and teachers have developed on this to create lessons which are engaging and exciting. |

Section B- How does geography education shape behaviour, attitudes and values?

(iii) Pupil and teacher surveys are inclusive and the feedback is used appropriately.



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Teacher geography questionnaire

What is geography to you?

- Geography allows us to understand the world we live in - the ways humans have built to live their lives among natural features. It helps us to understand where places are in relation to each other and how/why places are different.

Where do you see the geography in our school?

- Geography can be found in all classrooms - globes, maps, lessons. - Orienteering club.
- map work of our school / community as a starting point

Are you confident in teaching geography?

- reasonably confident in subject knowledge, less so in pitching + making learning engaging. - compare / O.S. practical outdoor learning.

What are the challenges which you think we face as teaching staff when trying to teach geography effectively?

- children's lack of experience - have they been to the coast / city centre / river etc. We need to offer them experiences.

What would you like support with when teaching geography?

- CPD on engaging ways to support learning. - time to develop skills + knowledge.
- use of technology that is effective and usable (Google Maps, DigiMaps etc.)

Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | B3 (iii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is a teacher questionnaire which was conducted in November. This teacher specified that he wanted more training, especially with the use of technology when teaching geography. |
| Why was this example chosen? | This example was chosen as it shows that teachers felt that technology was a weakness and he needed development. After talking to other teachers, this was found to be a weakness by most so a CPD session was booked by Darren Bailey from DigiMaps. |
| What does it show that children know, understand and can do? | It shows that we, as a school, have created an environment where staff can feel that they can be honest about the training which they need to further develop their own CPD in geography. |

Section C- How does geography education support pupils' personal development?

(i) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:

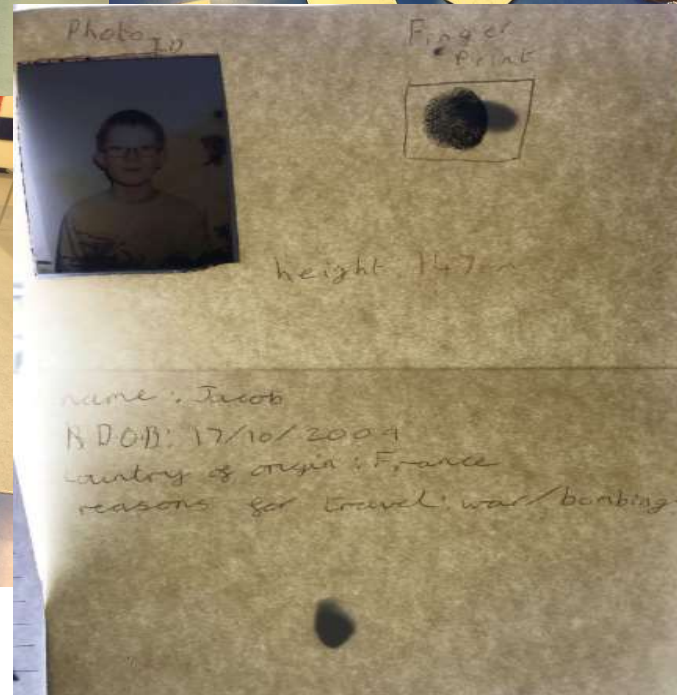
- equipping pupils to be responsible, respectful, active citizens;
- exploring different lifestyles, cultures, perspectives and points of view;
- providing opportunities to explore diversity and commonality.



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Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A3 (ii), B (i) and C (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This a year 5 class on their 'hook day' learning about immigration and migration. The hall was used to replicate passport control, children's pictures were taken, fingerprints were taken and they were given an identity card. This then developed onto their unit of work when they learnt about why people migrated/migrate to Bradford. |
| Why was this example chosen? | This example was chosen as it shows children's understanding of the world which they live in whilst being relevant to their local area. It showcases that our geography curriculum are relevant and allow children to be empathetic of other people's situations. |
| What does it show that children know, understand and can do? | It shows that children are able to draw on their experiences and relate it to the world in which they live in. By providing the children with these experiences we are ensuring they are responsible and respectful citizens who are able to understand the process which migrants can go through. It allowed children to be reflective on their own family heritage and due to the demographics of our school, many children's parents are of Eastern Europe Heritage or Pakistani heritage. |



Section C- How does geography education support pupils' personal development?

(i) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:



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Monday 27th January 2019

U: To locate Syria on a world map, name its neighboring countries and its capital city, and describe some of its physical and human features.

I will be successful if:

| | |
|--|---|
| I can use diagrams to locate Syria on a map. | ✓ |
| I can use other websites safely to find and name other countries and the capital city. | ✓ |
| I can describe the human and physical features of Syria from before the war. | ✓ |

① Syria borders: Lebanon, Jordan, Israel, Iraq and Turkey.

The capital is Damascus.

The surface area is 71,500 square miles.

Population before war is 21 million.

Population now is 17,500,658.

Tourist Attractions are Krak des chevaliers, Umayyad Mosque.

Underline subheadings.

Citadel of Aleppo
is located in the centre of the old town Aleppo. It is an old medieval, fortified castle. It is one of the oldest and biggest castles in the world.

Temple of Bel
The temple of Bel is also known as the temple of Bel. It was an ancient temple located in Palmyra. Unfortunately, it collapsed on August 2015.

Azm Palace
Azm Palace is in Damascus, which goes back to the days of the Ottoman Empire. The palace was built in 1749.

Krak des chevaliers
Krak des chevaliers is also known as Krak des chevaliers. Krak des chevaliers is a crusader castle and is one of the most important castles in the world.

Umayyad Mosque
The Umayyad Mosque is also known as the Great Mosque of Damascus. It is located in Damascus. It is also one of the largest and oldest mosques in the world.

Context Slip

| | |
|---|--|
| Criteria met: e.g. A2(i) | A3 (ii), B (i) and C (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is work following on from Year 5's 'Hook day'. It is where they used a range of maps to understand where Syria. Diagrams were drawn to represent the bordering countries, the flag was recognised and the capital city was also identified. |
| Why was this example chosen? | This example was chosen as it shows that our 'hook days' are built upon and developed throughout the unit of the work. In this instance, Syria was learnt about due to learning about migration. The physical and human features of Syria were developed due to a wide range of maps and atlases being used to support learning. |
| What does it show that children know, understand and can do? | It shows that the children were able to develop on their learning from their 'hook day' where they were able to understand |

Section C- How does geography education support pupils' personal development?

(i) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:

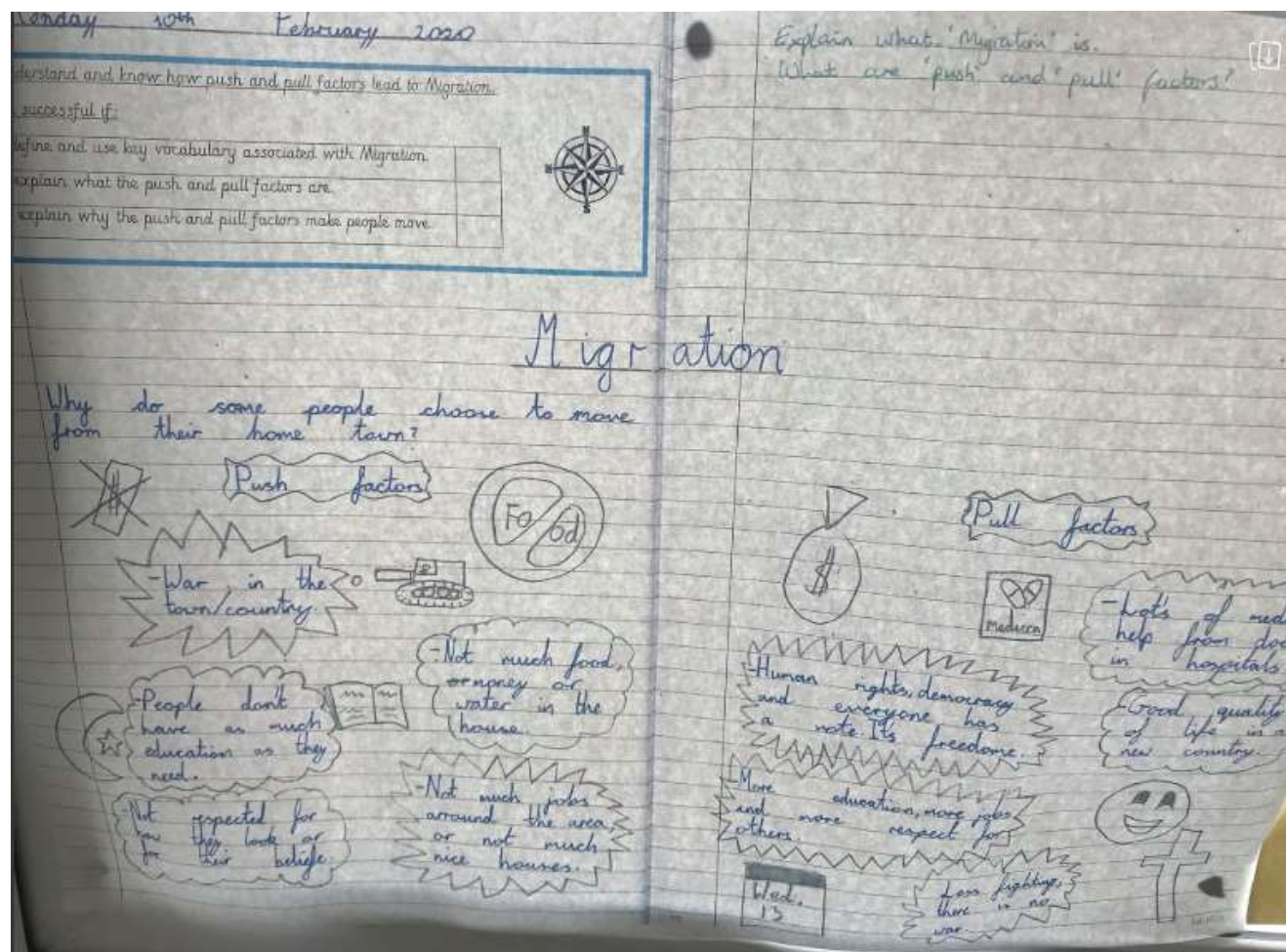
- equipping pupils to be responsible, respectful, active citizens;
- exploring different lifestyles, cultures, perspectives and points of view;
- providing opportunities to explore diversity and commonality.



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Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A3 (ii), B (i) and C (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is more work from the Year 5 classes learning about migration. This piece of work focuses on why people migrate, learning about push and pull factors. In this piece of work, these are highlighted and written about. |
| Why was this example chosen? | This example was shown as it shows work progressing through the unit of work and how geography is embedded into our curriculum to provide opportunities for children to become open-minded about the world which they live in. |
| What does it show that children know, understand and can do? | It shows a deeper understanding of why people migrate to another country. It allowed the opportunity for children to discuss, on a more meaningful level, why people choose to migrate and leave their home country. Oracy lessons were planned around these discussions allowing all children to understand different points of view, cultures and lifestyles. |



Section C- How does geography education support pupils' personal development?

(i) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:

- equipping pupils to be responsible, respectful, active citizens;
- exploring different lifestyles, cultures, perspectives and points of view;
- providing opportunities to explore diversity and commonality.



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https://twitter.com/Y4church_prim/status/1206561920586792960



@Y4church_prim · 16 Dec 2019

@idletim are you impressed with our videos explaining the impact of deforestation?! We most certainly are! Children have been developing their ICT skills whilst creating an educational video about how deforestation is affecting orangutans due to palm oil plantations. @Nestle



Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A3 (iii) and C (i) and C (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is a tweet and a link to the deforestation video which was produced by 2 year 4 children, explaining the impact which deforestation has had on Borneo and the Bornean orang-utans. Follow the link provided and you will be able to watch the video. |
| Why was this example chosen? | This example was chosen as it shows that our geography is meaningful, it provides children opportunities to explore different lifestyles and choices which people have to make. There were lessons leading to this video, where children understood why local farmers were cutting trees and then a discussion happened about the products which we buy and in turn the terminology, 'supply and demand'. |
| What does it show that children know, understand and can do? | It shows that children were able to identify where Borneo is by using digital mapping but they were able to construct their own informative video about the impact of deforestation. They were able to articulate their own thoughts and understand different points of views whilst being responsible and respectful citizens! |

Section C- How does geography education support pupils' personal development?

(i) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:



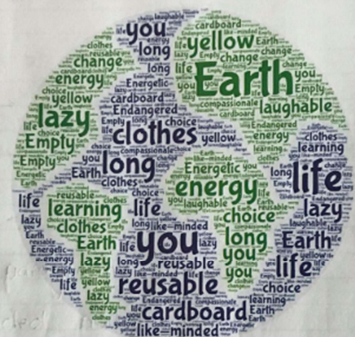
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Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(ii) | C (i) and C (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is when the Year 3 and 4 class were learning about their topic, 'Save our world'. Which linked to the work which Greta Thunberg was doing in 2019. These pieces of work show the cross-curricular link which we made to our English work as the first piece is a poem and the second piece of work is where we introduced expanded noun phrases after watching Great Thunberg's speech about climate change. |
| Why was this example chosen? | This example was chosen as it shows that children were able to understand Greta Thunberg's point of view about climate change. We are always encouraging children to be active and responsible citizens and aware of the world which they live in whilst making links to their other subjects. |
| What does it show that children know, understand and can do? | It shows that children understand the world in which they live in, they were able to watch her speech and understand Greta's point of view whilst developing their own view on climate change. It is also important to highlight that due to understanding her opinion they were able to use that knowledge and apply it to their own written work in many contexts, which can be seen. |

Friday 6th September 2019

U: To be able to write an acrostic poem about recycling.
To be able to use specific vocabulary to explain the effects of recycling.
To be able to use rhyme within the acrostic poetry.
To be able to use the correct amount of syllables for each line.



Recycling is good for our planet.
Earth should not be full of trash.
Caring people need to recycle.
You need to start recycling.
Clothes are good to recycle.
Learning to recycle.
Everyone should be recycling!

West Wednesday 18th September 2019

L1. To use expanded noun phrases write correctly punctuated simple sentences.

I can use capital letters at the start of sentences. ☒
I can use full stops at the end of sentences. ☒
I can use appropriate adjectives to create expanded noun phrases. ☒



Use a green pencil to show the start of your sentence (capital letter) and a red for the end of your sentence (full stop).

Underline your expanded noun phrases – remember to use more than one adjective!

| | | | | |
|----------------|----------------|-----------|--------------|-----------|
| photographers | phones | delivered | confident | calmly |
| Greta Thunberg | speech | explained | smart | intently |
| cameras | plaits | recorded | determined | politely |
| suits | European Union | watched | enthusiastic | excitedly |
| politicians | clothes | listened | fascinated | nervously |

Confident, smart Greta

Confident, smart Greta spoke in front of the silent, mean EU leaders because she did a speech about the rubbish on the planet.

Determined, smart Greta

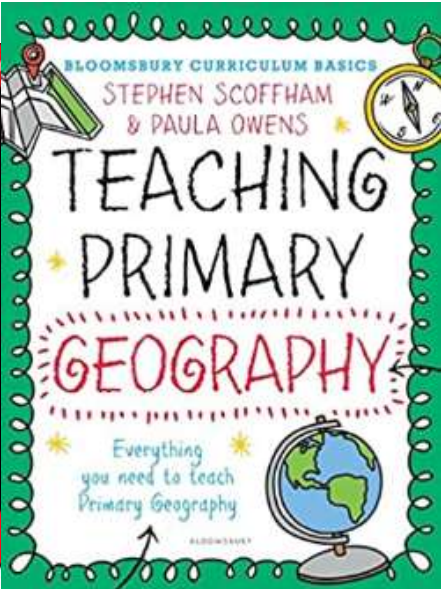
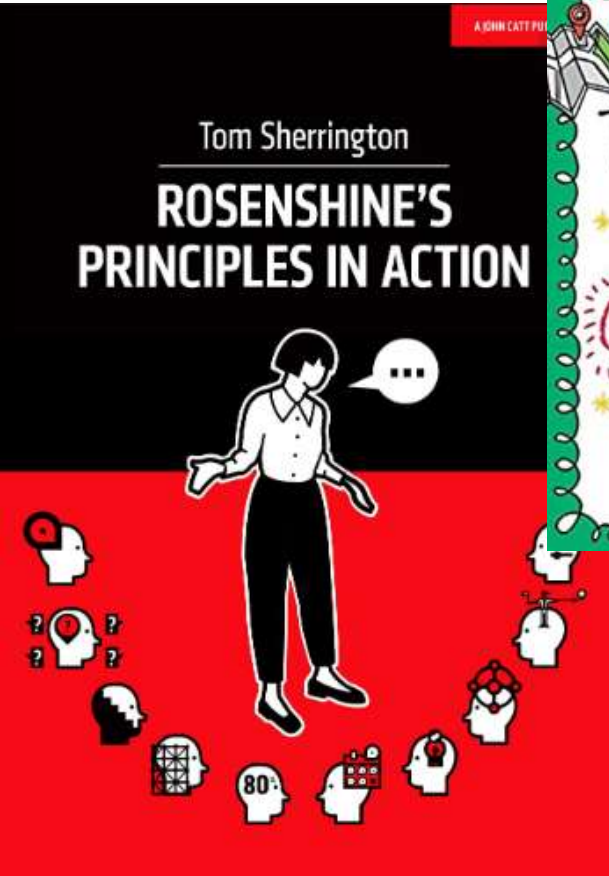
Determined, smart Greta spoke in front of the worried, tall EU leaders.

Section D- How is geography education being led and managed?

(i) All staff are supported to improve their subject knowledge, pedagogical range and application of assessment to inform and enhance the geography curriculum.



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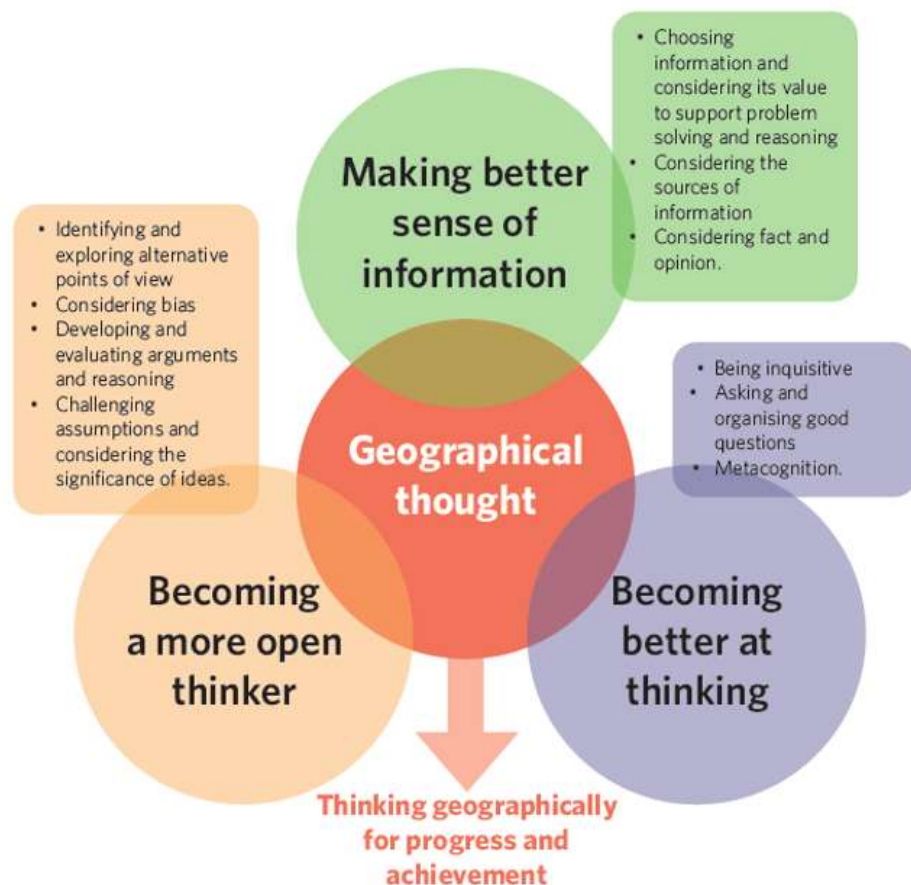
| Context Slip | |
|---|--|
| Criteria met: e.g. A2(i) | D (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | These are the texts which teachers have been using to support their own teaching pedagogy as we have had staff meetings to support our own understanding of Rosenshine and how it can impact our lessons. |
| Why was this example chosen? | These examples were chosen as it shows the theory behind our lessons and that research underpins our lessons in geography. We are providing high quality lessons and using texts to support our pupils and teachers when delivering geography lessons. |
| What does it show that children know, understand and can do? | It shows that all staff are supported to improve their own subject knowledge to enhance the geography curriculum within their own year groups and their own class. Developing teachers' subject knowledge is a continuous progress at our school and we will continue to do so. It is also important to highlight that we focus on Rosenshine's key principal of reviewing previous learning which then links to assessment. |

Section D- How is geography education being led and managed?

(i) All staff are supported to improve their subject knowledge, pedagogical range and application of assessment to inform and enhance the geography curriculum.



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<https://www.geography.org.uk/Critical-thinking-in-the-classroom>

Context Slip

| Criteria met: e.g. A2(i) | D (i) |
|---|--|
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is an example to what is shared to all the staff on a weekly basis via email. It is shared via the Geographical Association which is then shared to our staff. |
| Why was this example chosen? | This example was chosen as teachers read the newsletter which will then support their own pedagogy and deepen their own understanding of geography. As a school, we had a strong emphasis on metacognition and not cognitive overloading the children. Which supports our |
| What does it show that children know, understand and can do? | It shows what underpins our geography curriculum and we are continuously developing our staff to improve their own thinking of geography and how it can support other subjects. It has also helped to develop the geography leads leadership as well by providing reading resources which can support the next steps for the geography curriculum. |

Section D- How is geography education being led and managed?

(i) All staff are supported to improve their subject knowledge, pedagogical range and application of assessment to inform and enhance the geography curriculum.



Nature Friendly Schools Project



<https://academystjames.com/nature-friendly-schools-project/>

Nature Friendly Schools is a ground-breaking, £6.4million project funded by the Department for Education with support from the Department for Environment, Food & Rural Affairs (DEFRA) and Natural England.

Over the duration of the four-year project thousands of children will be given the opportunity to get closer to nature which will benefit their learning, health and wellbeing. It will fuel creativity and a sense of adventure, allowing pupils to experience the joy that nature can bring, and help to develop teachers' confidence to embrace and drive forward outdoor learning in their own schools.

Pupils may be given the opportunity to visit local nature reserves or parks, experience wildlife on their doorstep through the creation of new nature areas within their school grounds and benefit from an increased amount of time spent learning outdoors.

Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | D (i) and D (iii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is an extract taken from our school website. It is an outline of our Nature Friendly school project where staff have begun their training on developing the forest school through the use of our nature reserve. |
| Why was this example chosen? | This example was chosen as it shows that we are committed to developing staff's CPD through a wide range of training. We aim to provide 'hands on' training to support staff in their development of forest schools and how it can be incorporated into all subjects. |
| What does it show that children know, understand and can do? | It shows that we are committed to supporting staff's subject knowledge and they take a keen interest in the geography curriculum. |

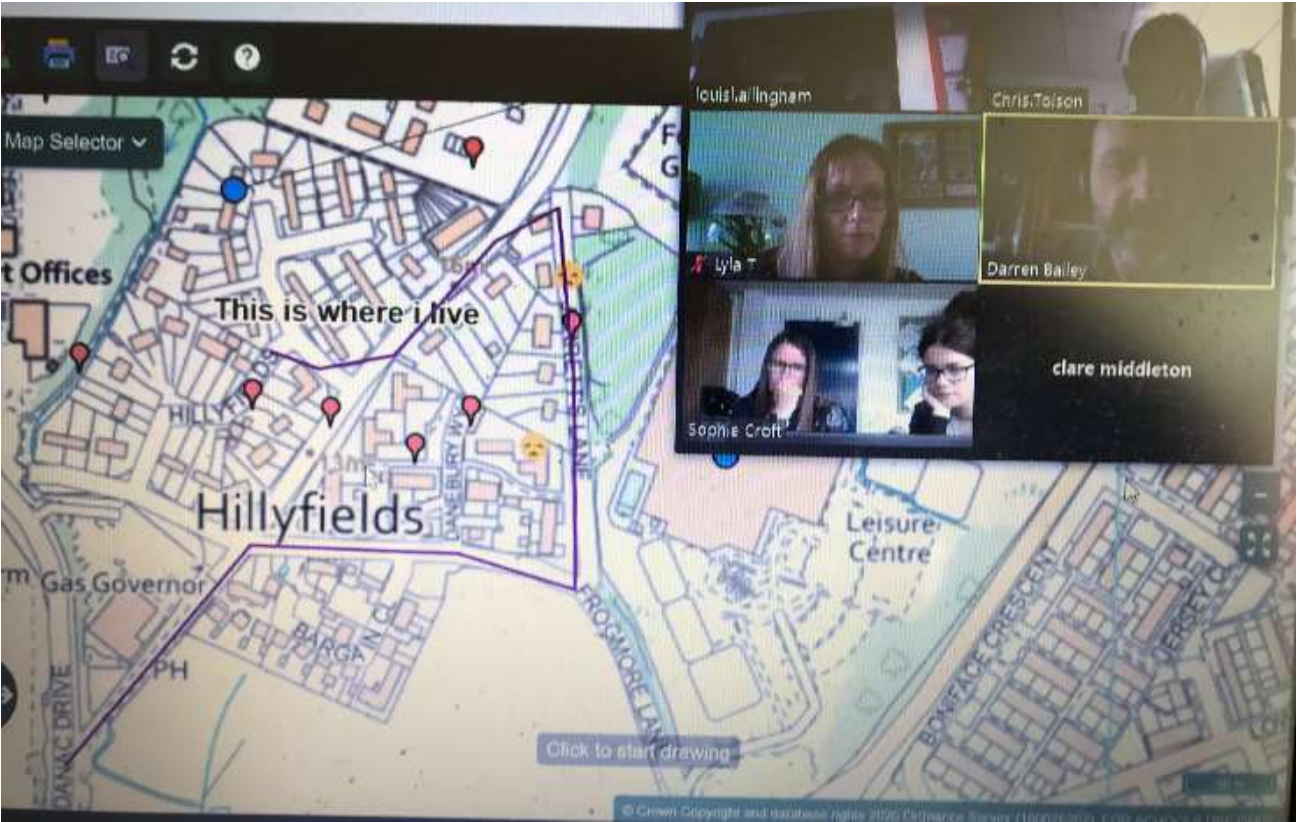
Section D- How is geography education being led and managed?

(i) All staff are supported to improve their subject knowledge, pedagogical range and application of assessment to inform and enhance the geography curriculum.



Context Slip

| | |
|---|--|
| Criteria met: e.g. A2(i) | D (i) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is the free CPD training on Digimaps which was lead by Darren Bailey via Zoom meetings. |
| Why was this example chosen? | This example was chosen as it shows that the subject leader listened to staff (pg. 41) and understood that digital technology needed to be taught and developed. Therefore Darren was approached and asked to do a CPD training on Digimaps. |
| What does it show that children know, understand and can do? | It shows that staff now have a good understanding of how to use Digimaps and are able to use the app when teaching geography in the future. Staff were excited and as a school, we have said that we will support Darren in being able to create a progression document for Early years. |

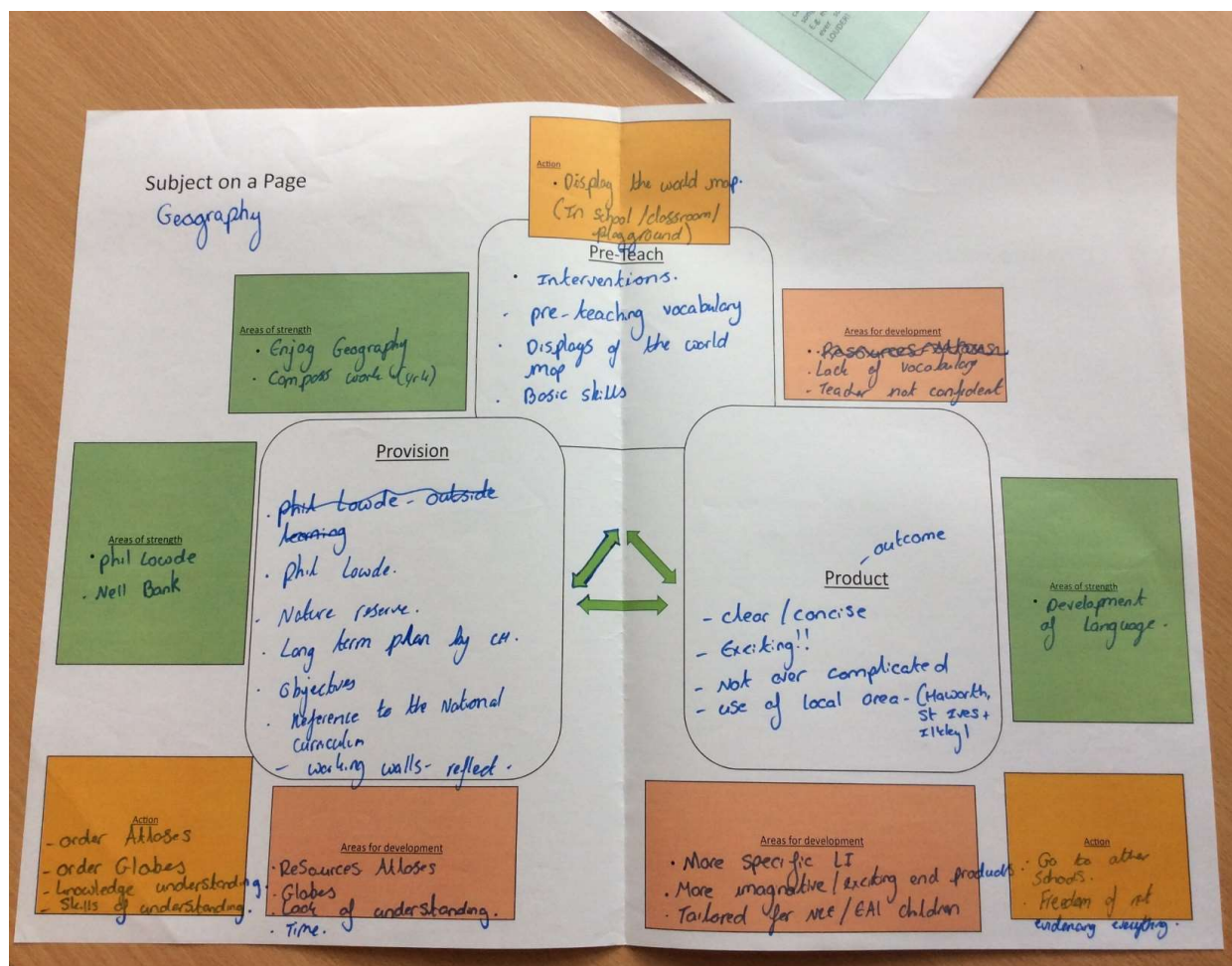


Section D- How is geography education being led and managed?

(ii) Rigorous monitoring and reflection identifies priorities and strategies for improvement and lead to a well-focused geography curriculum.



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Context Slip

| | |
|---|--|
| Criteria met: e.g. A2(i) | A2 (v) D (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is 'subject on a page' which was completed by the geography lead. It is used in all subjects to understand the areas of strength, areas of improvements, next steps and actions which need to happen. |
| Why was this example chosen? | This example was chosen as it shows that the geography lead has reflected, identified the next steps for improvement and has understood what needs to happen to ensure that the next steps are achieved. |
| What does it show that children know, understand and can do? | It shows that the geography lead found that the geography lessons were over complicated and the use of the local area was not used enough. The outcomes of each geography unit needed to be clear and concise showing the skills and knowledge taught, hence why there was training on Digimaps to support this. |

Section D- How is geography education being led and managed?

(ii) Rigorous monitoring and reflection identifies priorities and strategies for improvement and lead to a well-focused geography curriculum.



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| Geography Enquiries Overview | | | | | | |
|------------------------------|---|---|---|---|--|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn | Little Explorers Enquiry: Where do plants and animals thrive in our school grounds? Where do people live and work in Allerton? Fieldwork: School grounds Allerton (local) | Go Wild Enquiry: What habitats can we find in our local area? Fieldwork: School grounds; local area; St Ives. | Journey Home Enquiry: Mass migrations are some of the spectacular events in the natural worlds but why do they do it? Fieldwork: Google maps/ Google Earth | Save the World Enquiry: What journey does our waste take? Fieldwork: Waste surveys at school, home & local community Leeds German Market Nell Bank | Out of this World Enquiry: 126 million people visited Florida in 2018. Why? Fieldwork: Using Google Earth to find out about Florida. Surveys of staff and pupils. | Only the Brave Enquiry: What is life like in Antarctica? Fieldwork: Using Google Earth to find out about Antarctica. |
| Spring | Dungeons and Dragons Enquiry: Where should I go to visit a castle in the U.K? Fieldwork: Skipton Castle | Just the ticket Enquiry: How do vehicles help us to travel around the world? Fieldwork: Trip to Manchester Airport Use local transport | Time Travellers Enquiry: Where could I go to visit Early British sites in the U.K? Fieldwork: Google Earth/ google maps | The Great Escape Enquiry: Where are the countries involved in WW2? Fieldwork: Eden camp | After the Heartbreak Enquiry: Why do people move from different countries? Fieldwork: Surveys in the local collection (where do staff and children come from in the U.K and worldwide?) Data collection | Impressions in Time Enquiry: Is Whitby a hidden gem? Fieldwork: Whitby |

Context Slip

| | |
|---|--|
| Criteria met: e.g. A2(i) | D (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is our geography enquiries overview which was created by the geography lead and an external curriculum advisor. It was devised at the beginning of the academic year. It is currently being reviewed and adapted to suit the needs of our new curriculum. (see appendix 9) |
| Why was this example chosen? | This example was chosen as it shows that through reflection of the curriculum and monitoring there was not a document like this before. However, the geography lead realised that a document needed to be produced to show the enquiry question and the fieldwork which would link to the unit of work. |
| What does it show that children know, understand and can do? | This document showed the gaps within our geography curriculum and the next steps that SLT needed to take to ensure that all aspects of the geography curriculum were being taught, this is with reference to page 8 where the curriculum has been re-written and re-structured to ensure there are no learning gaps. |

Section D- How is geography education being led and managed?

(ii) Rigorous monitoring and reflection identifies priorities and strategies for improvement and lead to a well-focused geography curriculum.



The Academy at
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| Objective | Actions | Evidence & Personnel | Success |
|---|--|--|---|
| To ensure that curriculum delivery across all subjects, as evidenced in pupils' books, is sequenced so that pupils are building knowledge and skills. | <ul style="list-style-type: none"> Monitor the implementation of MTP for all year groups. Deepen teaching staff understanding of sequence of lessons in curriculum subjects. Ensure the progress of knowledge and skills taught through the year groups. Deep dive curriculum subjects with staff and their books. | <ul style="list-style-type: none"> MTP plans Curriculum at St James folder Curriculum document CT/LA/class teachers/ SLT M+E file Books and planning Working Walls. | <p>Autumn</p> <ul style="list-style-type: none"> Monitor the MTP plans. Monitor with staff their learning environment and use of chapters. Monitor the progress with subject leaders of knowledge and skills across school. Monitor the quality of work in curriculum subjects. Deep dive of curriculum subjects with staff. Is there a clear sequence of learning for these chapters? Pupil interviews - can pupils articulate their learning. Monitor flips for each class. |

Context Slip

| | |
|---|---|
| Criteria met: e.g. A2(i) | A2 (v) D (ii) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is an extract taken from our whole school action plan which focuses on the whole of the curriculum. |
| Why was this example chosen? | This example was chosen as it shows that the main next step was to ensure that curriculum lessons were well sequenced whilst building on knowledge and skills- this was highlighted by Ofsted. |
| What does it show that children know, understand and can do? | It shows that we understand that we need to ensure the sequence is clear hence the Digimaps training so basic skills can be taught systematically throughout the years and that we can build on the skills year after year. |

Section D- How is geography education being led and managed?

(iii) The subject leader oversees effective curriculum making and resourcing, utilising the collective expertise within and beyond the immediate school community.



The Academy at
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| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|--|--|--|--|
| Locational knowledge (Geographical facts and recall within and additional to themes-Basic skills and quizzing sessions) National Curriculum Statutory Programmes of Study | | Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas | | 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 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 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) <i>*This section can be incorporated into other subjects and for maximum learning should be revisited frequently. Locational knowledge forms the basis of many other areas of Geography. These geographical facts can be used for recall within and additional to themes using basic skills and quizzing sessions*</i> | | | |
| | Key learning Talk about similarities and differences in relation to places, objects, materials and living things (World ELG) See EYFS Curriculum | Key learning Know that landmasses are large areas of land surrounded by water. Know that landmasses are described as islands or continents. Know that large bodies of water are described as lakes, seas or oceans. Know how to recognise land and sea on a map and atlas. Know that we live in England which is a country in the United Kingdom. Know that England, | Key Learning Revise Y1 locational knowledge (including continents) Know the names of the 7 continents; Europe, North America, South America, Africa, Australasia, Antarctica, Asia. Know how to find the continents on a globe. Know the names of the 5 oceans: Atlantic, South Atlantic, Pacific, Indian, Arctic. Know how to find the oceans on a globe. Recognise the names of the seas surrounding the British Isles; North Sea, English Channel, Irish Sea. | Key learning Revise Y2 locational knowledge (including continents) Know how to locate at least France, Spain, Germany and countries linked to history and geography topics; using atlases and globes. Know how to locate the capital city and one other major city of the countries above. Know how to locate the major rivers, mountains and physical features of the countries above. Recap the names and locations of the countries of the UK and their capital cities (from KS1). Know that the UK is split into | Key Learning Revise Y3 locational knowledge Know how to locate at least countries linked to the school and Bradford's population and countries linked to history and geography topics; using atlases and globes. Know how to locate the capital city and one other major city of the countries above. Know how to locate the major rivers, hills and physical features of the countries above. Recall facts from Y2 of the countries of the United Kingdom and their cities. Know that the UK is split into | Key learning Revise Y4 locational knowledge Know how to locate at least Russia and countries linked to history and geography topics; using atlases and globes. Know how to locate the capital city and one other major city of the countries above. Know how to identify the position and significance of the equator, the Northern and Southern Hemispheres, Arctic and Antarctic circles. Recall the counties of the UK studied in Y4 and the major landmarks within them and the countries and capitals of Europe | Key Learning Revise Y5 locational knowledge Know how to locate at least North America and countries in South America and those linked to history and geography topics; using atlases and globes. Know how to locate the capital city and one other major city of the countries above. Know how to locate the major rivers, hills and physical features of the countries above. Know how to identify the position and significance of latitude, longitude, the tropics of Cancer and Capricorn. |

Context Slip

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| Criteria met: e.g. A2(i) | A2 (v) D (i) D (iii) and A1 (iv) |
| Context: what is the evidence, what does it show and how is it hitting the key indicator? | This is an extract from the BDAT knowledge ladder for geography which was written by the subject leader from our school and another subject leader from St Johns. This document is used (see appendix 10) |
| Why was this example chosen? | This example was chosen as the 2 leaders worked together to create a document which shows the skills progression in every area of the geography curriculum from Early years to Year 6. Showing the progression from skills, key learning and vocabulary etc. This document has also been shared with staff to allow them to understand what each child needs to be able to do when they enter and leave that specific year. |
| What does it show that children know, understand and can do? | This shows that the subject leader is able to oversee effective curriculum making by using expertise from another skill whilst creating a document which is now being used by all primary schools in BDAT. |