St Luke's School

Curriculum Progression Document

Geography

Contents

Geography Curriculum Intent

Curriculum Intent

School Curriculum Intent:

As a values-led school, our curriculum is underpinned by Care, Challenge & Achieve. It is through these values that we develop the whole child. It is our intent that children leave St Luke's ready to move forward in their learning, kind, resilient, filled with a confidence to live well in society and prepared to deal effectively with the challenges that the modern world presents as well equipped digital and global citizens.

Subject Intent:

It is our intent that children leave St Luke's having questioned the world they live in through investigation and exploration through fieldwork. Children will learn about the physical world and the human impact we can have on it. They will be able to create reasoned arguments informed by well-balanced opinions using an extensive base of geographical vocabulary.

Rationale for Decisions About What is Taught and When:

At St Luke's, a decision has been made to teach geography as a discrete subject rather than as part of a topic. This is in recognition, of the value of geography in helping pupils to understand their world, their role in it and the responsibilities that come with it. As such, in EYFS people and communities is central to the EYFS curriculum and on average 1 hour a week are spent teaching the subject in key stage 1 and 1.5 hours in Key Stage 2 to ensure that we teach substantive knowledge (locational knowledge, place knowledge, human and physical processes and geography skills) as well as disciplinary knowledge (how to think like a geographer and learn the practices of geographers).

Through our curriculum design we have ensured that we have created a curriculum that builds knowledge and skills over time beginning with our early years. Examples of this include progression within map and fieldwork.

Essential Characteristics in Science:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Curriculum Concepts:

Map Work

In EYFS, children learn about where they live and create maps linked to our school. Further map work is systematically mapped out using the Royal Geographical Society and Geographical Association guides. Specific map work knowledge is then applied to the units of work planned over that year. Children learn a range of map skills as detailed in the Jersey curriculum and apply this knowledge to interpret hard-copy and digital maps and plans. Map work is referenced in our knowledge organisers. In addition, a separate knowledge organiser for map work has been created, which is progressive building knowledge and application year on year.

Field Work and Field Work Studies

Field work is separated into field work and field work studies. Within field work, children in key stage 1, gain a sense of their school building and surrounding area of Havre Des Pas and St Saviours. Within this field work, children will study the types of buildings they can see and their uses. They will take part in some field work activities such as using their senses to gain an understanding of a place, followed by creating a senses map. They will learn about the people who live in Havre Des Pas and St Saviours and the jobs they have. They will create tallies of some of the features of the local area. In year 2 children will compare similarities and differences of a small village in the Gambia called Tallinding with Jersey. Field work studies, which are larger studies, have been planned across the primary phase. This was a deliberate choice to ensure a study that is progressive and develops children as geographers enabling them to observe and collect data, analyse data, describe their findings by learning to observe and record the environment around them. They are also placed in year groups where children can use prior knowledge to support their field work. For example, in year 5, children carry out a weather study, which builds on year 5 locational knowledge, year 4 study of the water cycle and year 1 study of the weather.

In year 4 children will carry out a field work study at Waterworks valley. They will observe, measure and record human and physical features seen there and present their findings in a range of ways back at school. This field work study will build on their knowledge of rivers taught earlier in the year. These experiences of field work studies draw together children's locational knowledge and that of the human and physical processes to enabling them to understand the interplay between them.

Biomes and the Tropical Rainforests of South America

After a short introduction to the term biome, in year 6, children will study the tropical rainforest as a biome as well as the people who live there. During this unit of study, children will also study the negative impact of deforestation on a global level. To study the tropical rain forest of South America was a deliberate choice of subject matter as our children and staff are change-makers. As an ecologically aware school and Rights Respecting Silver award holders, children and adults actively promote eco-friendly solutions, care about our planet and the rights of children to the best health possible, Article 24, as well as Article 29 which is about the aims of education. It says that one of these is to make sure children and young people develop respect for the natural environment.

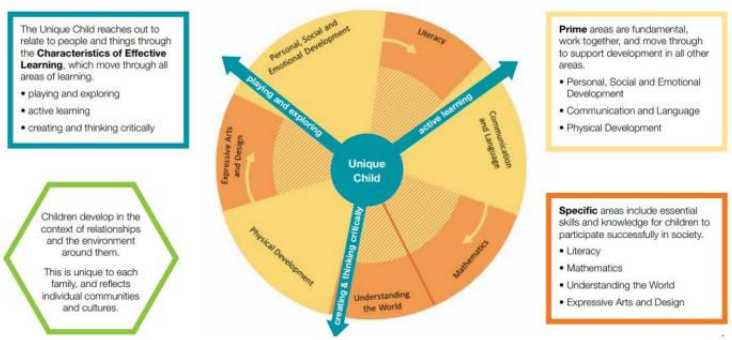
Knowledge Organisers

Our knowledge organisers detail the prior knowledge that children have from earlier year groups and each knowledge organiser introduces and details the new learning that pupils will develop over a unit of work. Choices around what is studied within key stages 1 and 2 ensure that in addition to the national curriculum being covered, high level concepts are introduced to include place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity. The breadth of knowledge is covered but children should know more and remember more because the curriculum is designed to build on prior knowledge enabling children to build schemata. Our knowledge organisers provide children with key information and vocabulary that they need to know, but they also have questions that the children will be able to answer at the end of lessons and the end of a unit of work. This is to keep the children interested and excited in geography.

Geography in the Early Years Foundation Stage

Developing early geography skills

Developing Early Subject Skills – EYFS info



Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of Geography in our EYFS:

ELG 14: People and Communities

Children at the expected level of development will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

Geography and the Jersey Curriculum

Geography and the Jersey Curriculum:	
Key Stage 1	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. **Pupils should be taught to:** **Locational knowledge** • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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.
Key Stage 2	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Pupils should be taught to:

<u>Locational knowledge</u>

- 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)

<u>Place knowledge</u>

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

<u>Human and physical geography</u>

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

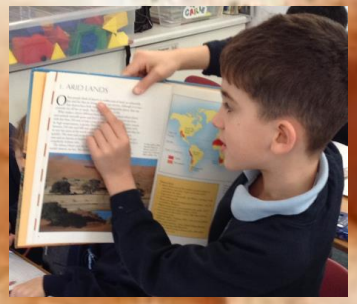
<u>Geographical skills and fieldwork</u>

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Curriculum Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Investigate places This concept involves understanding the geographical location of places and their physical and human features.	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) • Identify the key features of a location. For example, say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns, and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) • Name and locate some of the countries of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land use patterns, and understand how some of these aspects have changed over time. • Name and locate some countries of South America including the tropical rain forests and identify their main physical and human characteristics.

Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	• Understand geographical similarities and differences, through studying the human and physical geography of a small area of the United Kingdom and a small area in the Gambia. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around school.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date and time zones. Describe some of the characteristics of these geographical areas. • Describe human, physical and cultural similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent through a study of economic activity and fair trade.
Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.	Use basic geographical vocabulary to refer to: • **Key physical features**, including: beaches, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **Key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to	Describe key aspects of: • **Physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **Human geography**, including: settlements and land use. • Use the eight points of a compass, four figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.	Describe key aspects of: • **Physical geography**, including: climate zones, biome and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **Human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.

	describe the location of features and routes on a map. • Devise a simple map, and use and construct basic symbols in a key.		• Use the eight points of a compass, six figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the wider world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).



Whole School Geography Programme of Study

	Autumn	Spring	Summer
Year 1	**Geographical skills and field work. NC KS1** **Use simple compass directions (N, S, E, W) and locational directional language, to describe the location, features and routes on a map.** **Map Skills Module 1** Look at a variety of maps including floor maps, globes and street maps. Touch and feel the maps. Learn about 4 compass points. Give directions. Create a 2d map of the classroom on paper. **Weather – seasons study** Identify seasonal and daily weather patterns in Jersey.	**Jersey, its coasts, and its parishes** Recall previous work, including the concept that maps show some of the features of a place as if seen from the air. Mark and know the approximate location of their home and/or school, using a map of Jersey. Talk about some of the places they have visited, using geographical vocabulary. Know some of the physical characteristics of Jersey based on personal experience, and the study of pictures, aerial pictures, and maps. Locate, understand, and begin to name Jersey's twelve parishes. Know that Jersey is an island and that islands are surrounded by sea. Know and use the cardinal points of the compass to understand direction. **Weather – seasons study** Identify seasonal and daily weather patterns in Jersey.	**Human and Physical Geography NC KS1** **Hot and Cold places** Identify and location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Weather – seasons study** Identify seasonal and daily weather patterns in Jersey. Compare how the seasons have changed across the year.
Year 2	**Map Skills Module 2** Pupils to select locations to photograph within the school grounds. They pass these photos to another group who need to find where the photos were taken and pupils use compass points to give directions to each place. They will then create a map of the school grounds with the locations of the photos as landmarks. • 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.	**Jersey, the United Kingdom, and France – Locational knowledge NC** **KS1** Name, locate and identify human and physical characteristics of Jersey, the four countries of UK and France including capital cities and UK surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of Jersey and a small area of a contrasting non-European country. **Halesowen and Tallinding in the Gambia**	**Locational Knowledge NC KS1** Name and locate the world's seven continents and five oceans. **Geographical skills and field work. NC KS1** Name, locate and identify characteristics of Jersey and the four countries of UK including capital cities of the UK and surrounding seas.

Year 3	**Map Skills Module 3** Use 8 compass points to describe the location of the capital cities within the British Isles. Children will learn the difference between boundaries of Great Britain, the British Isles and the U.K. Pupils develop knowledge of England, Scotland, Wales and Ireland through hands on activities.	**Jersey, the United Kingdom, and France – physical features and weather.** Through this study, children will also complete map work, and learn about aspects of this region's human and physical geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. NC KS2 They will also use the map to locate some counties and cities within the UK. (Locational knowledge NC KS2)	**Human and physical geography NC KS2** Describe and understand key aspects of **volcanoes and earthquakes** • During this study, children will also develop geographical skills linking to map work. They will locate the Pacific Ring of Fire to explore the reasons why so many volcanoes occur there.
Year 4	**Map Skills Module 4** The focus of this module is Ordnance Survey Maps and basic map reading skills. After examining a map of the local area and discussing what they can see on it, pupils are taught to read four figure grid references. They are also introduced to the geographical concept of scale, and map symbols. They will learn why maps require the use of symbols and a map key. **Human and physical geography NC KS2** Describe and understand key aspects of the **water cycle.** During this study, children will also develop geographical skills linking to field work. NC KS2	**Place Knowledge NC KS2** • **The Alps and compare with Jersey** Through this study, children will also complete map work, and learn about aspects of this region's human and physical geography. **NC KS2** They will also use the map to locate some countries in Europe and Russia, along with their capital cities and key physical and human characteristics, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **(Locational knowledge NC KS2)**	**A focus on Rivers, and Mountains.** Describe and understand key aspects of rivers. **Geographical skills and field work study. NCKS2** During this study, children will also develop geographical skills linking to map work and make a field work visit.
Year 5	**Map Skills Module 5** The focus of this module is building on pupils' use of Ordnance Survey Maps but has a greater emphasis on physical geography. Pupils will learn how hills and valleys are represented on OS maps through the use of contour lines. Building a 3D model from	**Geographical skills and field work. NCKS2** • **Weather Field Study** • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.	

	contour lines will help develop their understanding of how physical features are represented on 2 d maps. **Human and physical geography NC KS2** • Describe and understand key aspects of **Climate Zones** **Locational Knowledge NC2** • Through work on climate zones pupils will 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)	**Place Knowledge NCKS2 - A focus on Coasts** Understand geographical similarities and differences through studying the human and physical geography **Human and physical geography NC KS2** Describe and understand key aspects of **climate zones** and the **water cycle.**	
Year 6	**Map Skills Module 6** The focus of this module is building further on pupils' use of Ordnance Survey Maps. Pupils will learn to read a six-figure grid reference and practise locating significant buildings on a map and use hard copies as well as digital maps.	**Place Knowledge NC KS2** • **South America and the Amazonian Rainforest of South America** Through this study, children will also complete map work, and learn about aspects of this region's human and physical geography. **NC KS2** They will also use the map to locate some countries in Europe and Russia, along with their capital cities and key physical and human characteristics, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **(Locational knowledge NC KS2)**	**Human and Physical Geography NC KS2** **Economic Activity and Fair Trade** **Human and physical geography NC KS2** • describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and field work. NC KS2** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Implementation

Approaches to Teaching and Learning in Geography.

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These will be set out as threshold concepts and milestones for each Key Stage
- ensuring that appropriate opportunities are taken to develop the major cross-curricular skills – in particular Science and Mathematics skills
- the study of each geographical concept in sufficient depth to obtain secure understanding of appropriate physical and human processes, as well as the interaction between these two areas
- the effective use of geographical representations, in order to develop a secure understanding of countries, localities and features across the world. These may include: aerial photos, atlases, maps (including Ordnance Survey), globes, topographic representations, Google Earth and various other websites where appropriate
- the consistent use of a range of teaching and learning approaches to engage pupils in the study of geography. This will include objective and question led learning, observation and recording, class and group discussion, teaching of specific knowledge and retrieval practise activities
- the use of enrichment opportunities such as field trips, guest visitors and the use of the local area
- creating opportunities for fieldwork where possible, to allow the children to observe, collect and analyse geographical data, presenting their findings and drawing conclusions
- enabling pupils to develop an overview of world geography by drawing links between countries, concepts, causes and effects as well as changes over time, including what may happen in the future
- the correct use of specific, accurate geographical vocabulary to describe and analyse geographical concepts
- discussing, supporting, evaluating, challenging and reflecting on their own and others' views, particularly when considering the human effects on the physical environment.

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Curriculum concepts for this subject cover each phase (KS1, LKS2 and UKS2).
- Learning objectives for each lesson are taken from the National Curriculum programme of study. They are shared with children each lesson and displayed in children's books.
- Curriculum concepts are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the curriculum concepts for later year groups.
- Children are given a context through which they can explore each learning objective.
- The key knowledge for each unit is shared with children and parents through a knowledge organiser, which may include dates, timelines, diagrams, maps, key vocabulary, essential facts and key people associated with the learning. It will also highlight the key learning that will have taken place prior to this and pose questions which will form the basis of the learning enquiry.
- The various methods of recording should demonstrate the children's understanding of the lesson's learning objective.
- Teachers' feedback should directly relate to the learning objective for the lesson.
- All Gap Tasks should be meaningful and purposeful and linked to the learning objective.

- Teachers should use work recorded by children and end of unit quizzes to make judgements of the children's current progress against their year group's expectations.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught, using the unit's knowledge organiser as a basis for questioning.
- Assessment information from end of unit quizzes will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents.
    - • All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents during parent consultation evening etc.

Reading in Geography.

At St Luke's Primary School, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in geography through reading with the use of high-quality texts across a wide range of genres. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and subject-specific vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research, as well as interpret and present their findings.
- A respect for geographical evidence and the ability to make robust use of it to support their explanations and judgments.
- The ability to think, reflect, debate, discuss and evaluate processes (both human and physical).

The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate geographical knowledge derived from a range of sources.

SMSC & Rights Respecting in Science.

Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights but they actively promote them. They understand that their rights are universal and unconditional and are true change makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Silver Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. Geography naturally provides rich opportunities for learning about the convention and there are clear links with global citizenship, sustainable development and similarities and differences across the world. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of geography to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life.

Oracy - Progression of skills:

Tiered Vocabulary Wall.

A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

Tier 1 - Everyday words: These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:

warm, dog, tired, run, table, flower...

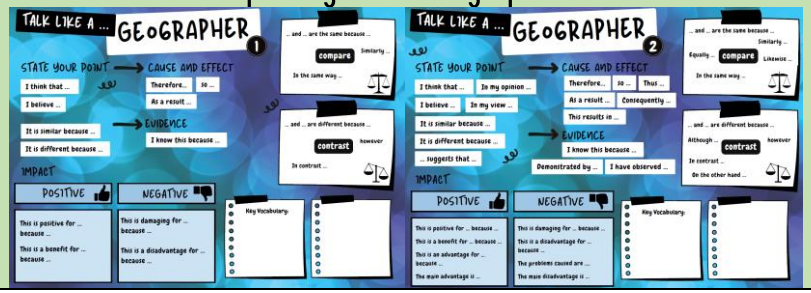
Tier 2 - Focus words: These will be common words that are found across subjects. These will need direct teaching, such as:

contradict, circumstance, precede, retrospect...

Tier 3 - Subject specific words: These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as:

estuary, alliteration, igneous...

Speaking like a Geographer.



Speaking like a Geographer sentence stems:
• It is similar because... • It is different because... • How has...changed?
• I know that... because I have observed... • I believe there is a pattern of... • A sustainable solution would be... • An economic problem would be... • Environmentally, the project is a bad idea because... • How has this influenced this culture?
• The primary impacts of the disaster were... • The social impact of... was.... • To ensure that we help countries develop... • The development of a country can be measured by... • The poverty cycle means that... • The main advantages / disadvantages are... • To move away from an unsustainable future... • How has this event impacted globally?
• I have considered the viewpoints, yet I am confident that... • If you read the statistics, you can infer that... • It is thought that the main cause of... was... and ... • By looking at the national / local impacts, I can conclude... • It is clear that the following factors have contributed to... • The effect on the infrastructure is... • Why is it important to understand traditional/ modern concepts through time?