



Geography

Discovering the World we live in.



Intent

At Abacus Primary School we want children in Geography to develop their knowledge about the world that they live in. It is important that children learn about the impact that humans have on the world and the many amazing places and natural processes that our world has. We help them to achieve this by teaching a carefully planned curriculum that develops their understanding of different places, people, resources, natural and human environments and a deeper understanding of the Earth's key physical and human processes. It will also allow the progression of geographical skills and fieldwork techniques.



How the subject is taught across the school



At Abacus Primary School, teachers use the Curriculum progression map, Subject Overview and Long Term Plans to inform their Medium Term Plans/Weekly Plans, to ensure that all areas are covered and that there is progression of children's subject knowledge and skills across year groups. Teachers then use planning tools such as Twinkl PlanIt and Geographical Association to plan individual lessons.

Teachers use a wide range of teaching and learning strategies to develop children's learning. Geography gives great opportunity to allow outdoor learning and this is used along with other teaching and learning strategies to ensure that Geography teaching is inclusive and inspiring for children. Children have access to topic boxes which supports the teaching and learning through things like images, maps and compasses.



To link in with our whole school development of the use of vocabulary. Never Heard the Word grids are used to develop pupils' vocabulary knowledge in all curriculum areas. These are visited at the beginning of a new unit in Geography and revisited at the end to allow pupils to show their development in knowledge and understanding.

Geography is often used to underpin a topic for a term, and this enables Geography to be used as a hook for a new topic or as a potential avenue for visits and visitors.

SEND and Geography

Recommended strategies to support differentiation:

a)QFT

NHTW vocabulary list to begin each new unit of geography.

All to use blow up globes at beginning of units to remind pupils of prior learning.

Use practical learning- outdoor learning, recreating geography actions.

Use globe within class as a reference point.

Use a range of teaching styles – visual, kinaesthetic and verbal within the classroom.

b)Additional School Intervention and Support

Pre-teaching of vocabulary before lessons. (Direct look at NHTW grid for that session)

Scaffolds or alternative ways to record ideas.

Give targeted support if required.

Give praise to identify understanding even if this is verbally. Physical and Human Geographical process can be hard to articulate effectively.

c)High Needs

Strategies will be followed from within the child's EHCP or from

any specialist advice received.

Recommended Assessment Tools, Resources and Interventions:

Topic boxes can be found opposite Teal Class, please use these within lessons.

Use topic word mats and NHTW Grids.

Digimaps for Schools.

Class boxes of atlases can be found in the library.

Monitoring SEND

SEND will be routinely monitored as part of subject monitoring during the academic year.

The subject leader will use a checklist of recommended strategies above to identify good practice through their observations, climate walks, conversations with pupils and work scrutiny.

The subject leader will use Target Tracker data (and One Plan data where relevant) to identify progress of SEND pupils in their subject, as well as evidence from exercise books and other sources.



Geography at Abacus



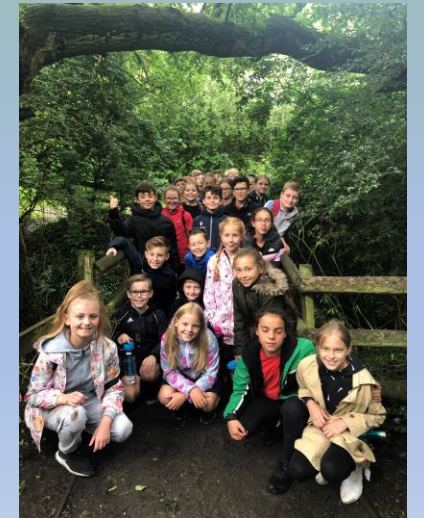
Practical activities.



Local visits.



Trips such as Colchester Zoo for Rainforests, PGL and Wat Tyler to name a few.



Outdoor learning opportunities.