



**Intent**



# Geography

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## Why is Geography important?

At Ivegill CE School, it is our intent to develop children's curiosity, interest and understanding about the interaction between people and their environments through our Geography curriculum. It is our aim for pupils to be better equipped to deal with the ever-changing twenty-first century through the progression of their social and cultural values connected to Geography.

We want our pupils to be able to effectively apply a wide range of geographical skills by drawing upon the necessary geographical tools, their prior experiences and their prior knowledge. This will then allow them to progress their understanding further and make sense of this through meaningful learning.

Within our curriculum, our pupils will concentrate on purposeful enquiries based on local, regional, national and global scales in order to gain a perspective on how the world is interconnected and how Geography is relevant to them both now and in the future. As they do so, they will be progressively challenged as they move through the school by the ways in which they are asked to apply their developing knowledge to achieve higher order outcomes.

Our Geography curriculum will hold value to the children within our school as our enquiries will allow them to: understand their local area; explore their locality; compare their locality to others; evaluate how and why localities change and appreciate the increasing importance of sustainability. Our pupils will then use this essential knowledge in order to help them understand the ownership that they have over important geographical issues in the future as educated citizens.



Intent



# Geography

## Aims of the Geography Curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length



Intent



# Geography.

Our Geography curriculum is knowledge and vocabulary rich, ensuring children gain a deep understanding of fundamental geographical knowledge and concepts as well as embedding key specific vocabulary and terminology (Tier 3 vocabulary). In addition, children are encouraged to develop their geographical curiosity and understanding.



Intent





# Intent



## Geographical content

At Ivegill C of E Primary School children will gradually build on their geographical knowledge throughout the Key Stages based on National Curriculum expectations.

### 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 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

#### **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



# Intent



## Geographical content

### Key Stage 1:

#### **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



# Intent



## Geographical content

### 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.

This should include:

#### **Locational knowledge**

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)



# Intent



## Key Stage 2:

### **Place knowledge**

- 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 in North or South America

### **Human and physical geography**

- 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

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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



# Intent



## Spaced Retrieval Practice Approach

Our geography curriculum is delivered through a series of modules which are deliberately spaced throughout the academic year with opportunities to introduce and revisit key concepts building on previous learning throughout each key stage. This approach enables staff to deepen pupil understanding and embed learning.

Our curriculum maps clearly show how we deliver the National Curriculum expectations for geography within and across year groups. All geography modules are identified on mixed age class specific overviews using green boxes. KS1 work on a two year rolling cycle. In KS2, geography is also taught on a year rolling cycle for years 3 and 4 and then years 5 and 6, covering all the objectives of the key stage.



# Intent



## Early Years

Geography in the EYFS falls under 'Understanding the World' and links to these Early Learning Goals:

- People, Culture and Communities:

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

- The Natural World:

- Exploring the Natural World around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.



Intent



## Geography in EYFS



Photos showing EYFS enjoying geography through:

- \*nature Walks
- \*minibeast Hunting
- \*creating Habitats for different Animals
- \*observational Drawings of Flowers





# Intent



## Content and Sequence: Year 1 and 2

	Autumn	Spring	Summer
A 2022/23	<p>Oceans and Continents</p> <p>Countries and Capital cities of the UK</p> <p>Significant historical events, people and places in their own locality (Beatrix Potter/ The Victorians &amp; The Lake District)</p>	<p>Human and physical geography: Study hot and cold locations.</p>	<p>Human and physical study of a small area of United Kingdom and of a contrasting non-European country. (CUSP)</p> <p>Place knowledge (London Vs Nairobi)</p>
B 2023/24		<p>Study human and physical geography in the local area -</p> <p>Compass directions</p> <p>Aerial photographs</p> <p>Simple fieldwork (geography of the school)</p>	<p>Human and physical geography- beach &amp; forest</p>



# Intent



5. Sketch map-how can we show what a place is like?

**map the local area**

**sketch map**

a map drawn from observation

showing the main features

human + physical of an area

A sketch map must have

- a title
- key
- North compass direction
- other cardinal points of the compass (NSEW)

Examples of year 1/2 work on fieldwork and map skills. Evidence of knowledge note used throughout the sessions.

2. What **physical** features does this place have?

**physical feature fieldwork**

go outside and observe the local area

look carefully at **aerial views** and **OS maps**

What **physical** features do you notice about your local area?

**physical features**

- beach or cliff
- coast
- forest or woodland
- hill
- mountain
- lake
- sea
- ocean
- river

**valley**

the lower land between two hills or mountains

usually has a river

**vegetation**

any plant in a group

- wheat fields
- grass by the roadside

*Handwritten notes:* I can sketch physical features of my local area.   
 Trees ✓   
 Woodland ✓   
 Insects ✓   
 River ✓   
 Woodland ✓

6. How does the scale of map tell us what the area around our school is like?

**scale**

the difference between your map and the distance on the ground

**large-scale map**

places appear larger

useful for looking at buildings and roads

**zoom in**

What do you notice?

**small-scale map**

places appear smaller

good for looking at the wider area

**zoom out**

What do you notice?

I can explain the difference between a large-scale map and a small scale map



Intent



# Content and Sequence: Year 3 and 4

<u>Geography 2 year cycle -Years 3 and 4.</u>			
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
A	Geographical field work	The water cycle	What would I experience on an expedition through the rainforest? South America.
B	UK locational study	Environmental regions and map skills.	Fieldwork OS maps Human and physical



Intent



# Content and Sequence: Year 5 and 6

## Geography 2 year cycle - Years 5 and 6.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>A</b>	KS 2 map skills - 4 and 6 figure grid references, ordnance survey OS map skills and fieldwork.	Study physical processes: earthquakes, mountains and volcanoes – (CUSP)	Settlements and relationships (CUSP)
<b>B</b>	World countries, biomes and vegetation belts	Comparison study of UK, Europe, North/South America (CUSP)	Orienteering (CUSP)



Implementation



# Geography

## Implementation



## Implementation



## Modular Approach – Knowledge

At Ivegill C of E Primary School, Geography is taught across each mixed age class in modules that enable pupils to study in depth geographical skills and vocabulary.

Key stage 2 operates a 2 year cycle in both years 3 and 4 and 5 and 6.

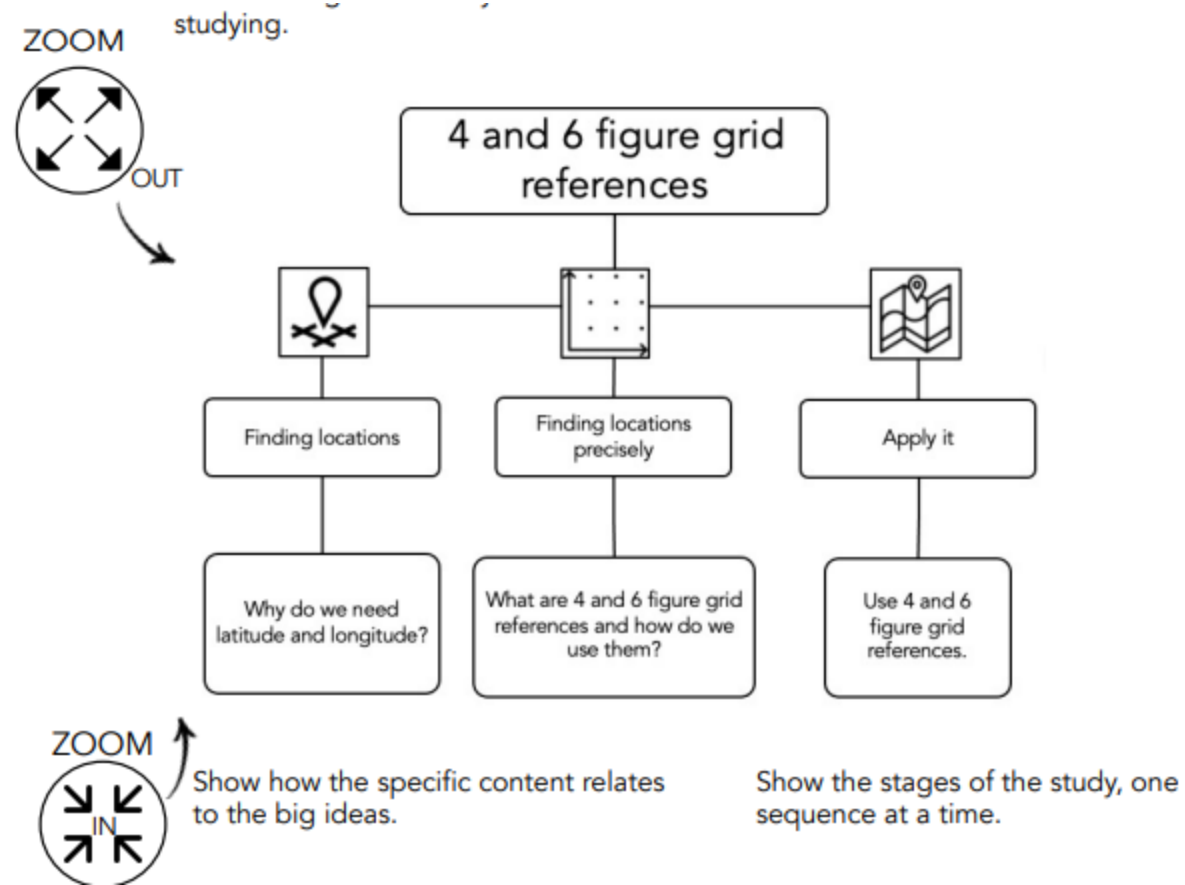


Implementation



# The Big Ideas

At Ivegill C of E Primary School we put an emphasis on sharing the big ideas with the children at the beginning of every module. We feel this gives the children a clear vision of their learning and a sense of ownership of their learning.



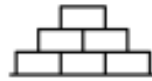


# Implementation



National Curriculum objectives and how these links to prior learning are evident at the beginning of every module.

## Previous learning: curriculum narrative



Year 4  
Latitude and longitude

Year 4  
Water cycle

Year 4  
River study

## Subject concepts (skills)

### Places and location

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

### Compare and contrast

- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.

A KS2 module building on prior learning.

A KS2 module showing how the learning builds upon other geographical areas.



# Implementation



## Development of Geographical concept skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to undertake the study of time, evidence and enquiry, make connections and use key vocabulary. At Ivegill C of E Primary School, the working subject concepts are clearly displayed on each of our geography modules for both Key Stage 1 and Key Stage 2. It is clear which of the objectives are being taught throughout a specific module which ensures full coverage and allows for skills to be built upon.

Geography study Introduce four and six figure grid references Year \_\_\_\_ Term \_\_\_\_

Finding a **four figure grid reference**  
pinpoint and ZOOM in again

Haverhill can be found in the grid square **TL 64**

TL64 can be divided again into 10 x 10 internal squares that are 1 km<sup>2</sup>

The  shows the location we want to identify within TL64

Look carefully where the coordinates intersect

**1** Write the **Eastings** number first.

→ 67

**2** Write this **Northings** number second.

↑ 45

**2** Write this **Northings** number second.

→ **1** Write this **Eastings** number first.

A useful way to remember the order of how to find grid references.

**ALONG** the corridor and **UP** the stairs  
(Eastings) (Northings)

The **four figure grid reference** locating the area we want to identify is.

**TL 6745**

An example of a knowledge organiser and knowledge note for KS2 geography.

Lesson planning is completed with the use our suggested lesson sequence, in conjunction with prior quizzing and content from the Knowledge Organisers.

1.  
Why do we need latitude and longitude?

**latitude**

90 lines of latitude in each hemisphere North or South  
each line is 1° of latitude  
defines climate regions: Equator, Tropics, Arctic, Antarctic

**longitude**

360° of longitude called meridians  
measured in degrees East or West  
defines time zones across the world

**PRECISE LOCATION**

Where latitude and longitude meet (intersect) we can get an accurate position.



# Implementation



## Cumulative Quizzing Model (Supporting Cognitive Load)

Pupils are given opportunities to retrieve their knowledge at regular intervals throughout the unit through a 'teach – test – teach – test' model. The aim of this model is to reinforce and revisit previously taught knowledge and vocabulary.

Children are tested using written quizzes at the start and end of the topic and also using retrieval practice on a weekly basis.

Retrieval practice may take the form of : Give 1, get 1, Remember 2 things, vocab quadrants ad connection hexagons.



# Implementation



## Cumulative Quizzing Model (Supporting Cognitive Load)

Ivegill CE Primary School Quiz								
Geography: Maps and grid references			Year: 5 and 6			Autumn Term		
Question 1: Lines of latitude travel which way?	Start of unit:	End of unit:	Question 5: 4 figure grid references give a location of:	Start of unit:	End of unit:	Question 8: What do contour lines show us?	Start of unit:	End of unit:
East to West			Where people go on holiday			How steep or flat the land is		
North to South			1km x 1km grid square			Where roads meet		
North East to South West			100m x 100m grid square			Where the warmest place is		
Don't Know			Don't Know			Don't Know		
Question 2: Lines of longitude travel which way?	Start of unit:	End of unit:	Question 6: 6 figure grid references give a location of:	Start of unit:	End of unit:	Question 9: Which is true of contour lines?	Start of unit:	End of unit:
East to West			100 m x 100 m grid square			The closer together the hotter it is		
North to South			1 km x 1 km grid square			The closer together the steeper the slope		
North East to south West			The nearest mountain			The closer together the nearer a road		
Don't Know			Don't Know			Don't Know		
Question 3: The line that determines time zones around the world is:	Start of unit:	End of unit:	Question 7: What <b>PC</b> Is this map symbol?	Start of unit:	End of unit:	Question 10: What is a plateau?	Start of unit:	End of unit:
The equator			Toilet			A high up flat surface		
Prime Meridian			Parking			A lake		
Time line			Police station			A map symbol		
Don't know			Don't Know			Don't Know		
Question 4: The temperate zone is between:	Start of unit:	End of unit:						
Tropics of Cancer and Capricorn								
Equator and North Pole								
Tropics and Polar circle								
Don't Know								



# Implementation



## Minimum lesson expectations

All Geography lessons will incorporate the following elements:

- Explicit teaching of vocabulary
- Revisiting of prior learning
- Quizzing - retrieval practice
- Use of geographical vocabulary in learning
- Reading
- Working geographically ( use of maps, atlas, topic books)
- Evidence of learning in pupil's books



# Implementation



## Vocabulary

### EYFS

At Ivegill, we want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Geographical language is taught and built upon with vocabulary being a focus. This is also encouraged through planning trips and having visitors in school.



# Implementation



## Vocabulary

Specific and associated geographical vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3).

Each learning module in geography has specific vocabulary to run through the module and is used to planned into sessions through tasks and resources by the teacher.



Implementation



# Vocabulary modules in Years 1 - 6

Vocabulary instruction is at the heart of the curriculum and subject specific words are incorporated in each module.

Vocabulary overview for a 4 and 6 figure grid references module, including Tier 2 and 3 language.

T3  Multiple meaning or high frequency words			
KNOW	LINK	ANALYSE	Use and apply in a sentence
	latitude		
	longitude		

## Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
parallel	lines, side by side and having the same distance continuously between them	latitude	the position north or south of the equator measured from 0° to 90°
horizontal	parallel to the ground or to the bottom or top edge of something	longitude	the distance of a place east or west of an imaginary line between the North Pole and the South Pole, measured in degrees
reference	a mention of something	meridian	an imaginary line between the North Pole and the South Pole, drawn on maps to help to show the position of a place
degrees	unit of measurement	hemisphere	one of two halves of the earth, especially above or below the equator
co-ordinates	a pair of numbers and/or letters that show the exact position of a point on a map or graph	northings	a figure or line representing northward distance on a map
intersect	To intersect is to cross at a point or set of points.	eastings	a figure or line representing eastward distance on a map













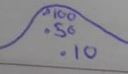


# Implementation



## Explicit use of vocabulary through topic.

4 and 6 figure grid references - vital vocabulary

Word	Definition	Clue
Lines of latitude	Latitude is the measurement of distance north or south of the Equator. It is measured with 180 imaginary lines that form circles around the Earth east-west, parallel to the Equator.	
line of longitude	Lines from N pole to South Pole splits world into Time Zones.	
equator	Invisible line that goes east to west around the earth.	
Tropic of Cancer	Imaginary line 30° North of equator.	
Tropic of Capricorn	Imaginary line 30° South of the equator.	
polar Zone	The polar Zone is two temperature zones near the top	
Tropical Zone	Near the equator boiling	
Temperate Zone	rainy and sunny.	
Eastings	Eastings go up on the side of a map.	
Northings	Northings go across on the side of a map.	
Prime Meridian	Main longitude line down the center.	
Contour lines	These are lines on a map which tell you how flat the land is and how steep it is.	
layer shading	It is colours which tell you how steep it is.	
Spot heights	These are spots that tell you what the height is	

Children use and apply taught vocabulary. This is often done at the start of the lesson.

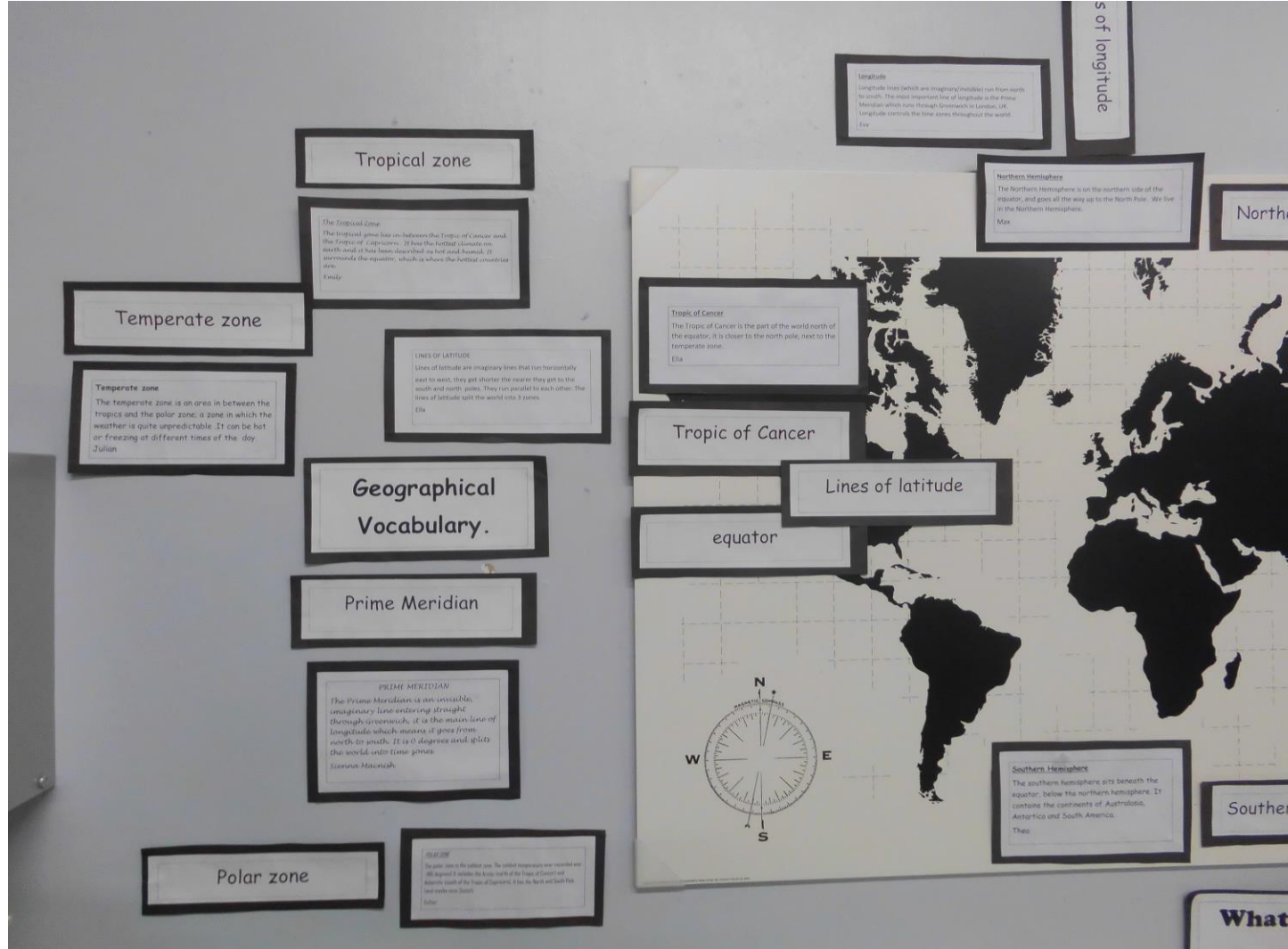
Dual coding within each module.



Implementation



# Explicit use of vocabulary through topic.



Topic based vocabulary on display in Key Stage 2 classroom.

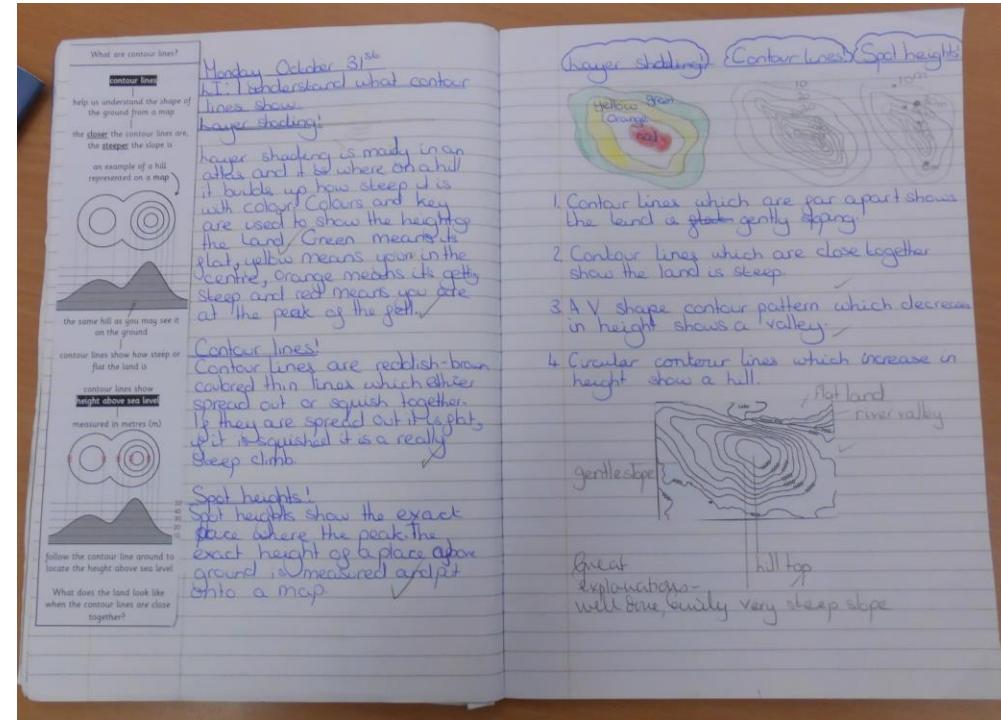
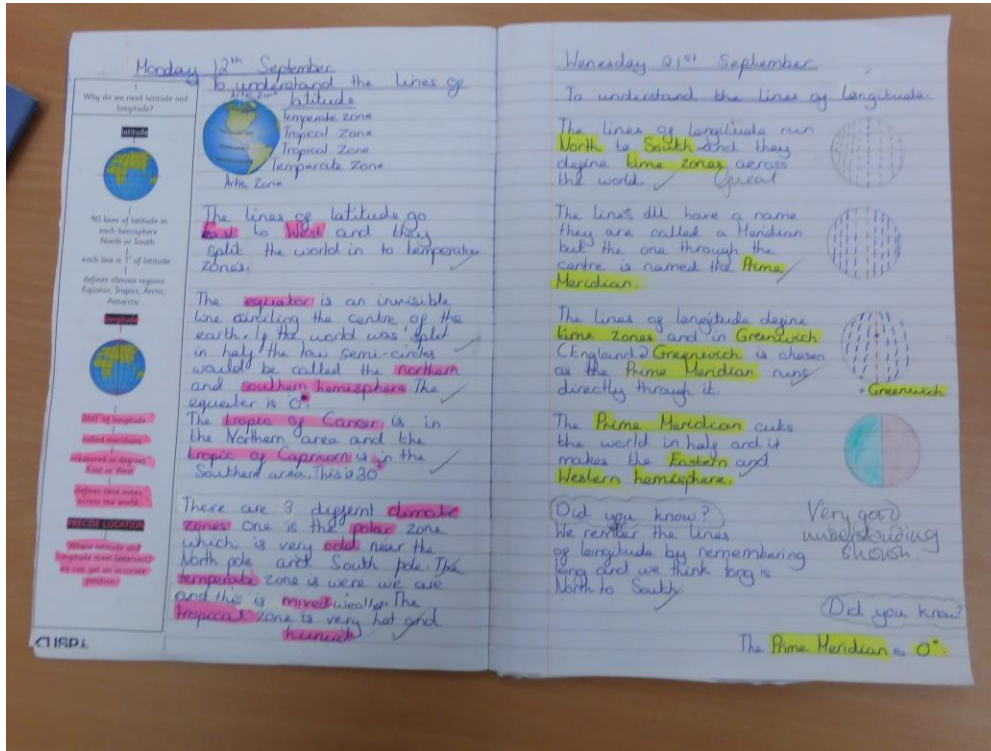
The children added the meanings to initial topic words as the module progressed.



# Learning sequence in KS2.

Examples of learning sequence in KS2 showing use of knowledge note to inform work.

Implementation





# Implementation



## Knowledge organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain.

Knowledge notes are the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative.

Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood.

Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

Knowledge Organisers and Knowledge Notes are referenced throughout each module.



Implementation



# Knowledge organisers and Knowledge Notes

**GEOGRAPHY** **INTRODUCE** Location study of continents and oceans Year \_\_\_ Term \_\_\_

There are 7 continents

There are 5 oceans

A continent is very large piece of land that covers a big part of the earth

An ocean is an enormous sea

<p>7 continents</p>	1. <b>Asia</b>	<p>5 oceans</p>
	2. <b>Africa</b>	
	3. <b>Antarctica</b>	
	4. <b>Australia</b>	
	5. <b>Europe</b>	
	6. <b>North America</b>	
	7. <b>South America</b>	

The United Kingdom is in the continent of **Europe**

KS1 Knowledge Organiser

Accompanying KS1 Knowledge Note

What are the 7 continents of the world? Where are they?

	Asia
	Africa
	Antarctica
	Australia
	Europe
	North America
	South America



Implementation



# Geography planning

Example of Year 1 planning for the module Continents and Oceans.

<b>Year 1: Continents, oceans, UK countries, capital cities and surrounding seas</b>					
<b>Q1 What are the 7 continents of the world? Where are they?</b>					
<b>Observing</b>					
<p>Explain to pupils the concept of a border between countries and continents. Provide them with cut-outs of the separate continents from slide 37 to position correctly. Pupils then place their continents under the correct heading in the table below:</p> <table border="1"> <thead> <tr> <th>Continents which border another continent</th> <th>Continents which do not border another continent</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Challenge: for those continents which do border another continent, compare them to decide which has: a) the shortest border b) the longest border.</p>		Continents which border another continent	Continents which do not border another continent		
Continents which border another continent	Continents which do not border another continent				
<b>Identifying</b>					
<p>Pupils work in pairs. Spread out the cut-out continents from slide 37 randomly on the table. Pupil A moves out of sight whilst Pupil B removes one of the continents. Pupil A returns and must identify the missing continent, referring to the Knowledge Note if required. Support: arrange the cut-out continents in the correct place in relation to each other rather than randomly.</p>					
<b>Observing</b>					
<p>Tara says that on the images of the world (slide 38 of the CUSP unit), Africa is the continent which appears the most. Is she correct? Explain how you know. Challenge: pupils make up their own question based on a different continent for a partner.</p>					
<b>Identifying</b> <b>Locating</b>					
<p>Provide pupils with slide 37 and 38 of the CUSP unit. Zoom in on one of the views of the world on slide 38 where one continent is prominent. For each view, ask pupils to:</p> <ul style="list-style-type: none"> <li>• identify the continent</li> <li>• reason about which continent would be opposite the one shown (folding slide 37 may help)</li> <li>• check their responses using a globe.</li> </ul> <p>Challenge: ask pupils to compare how the continents appear on a map and how they appear on a globe. What are the advantages and disadvantages of each representation of the world?</p>					



# Implementation



## Tailoring for SEND

At Ivegill we aim for all geography lessons and learning questions to be accessible to all pupils.

The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall.

In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily.

Sentence stems can be used where necessary to aid with written evidence.

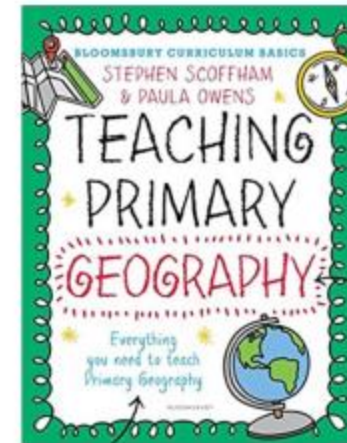
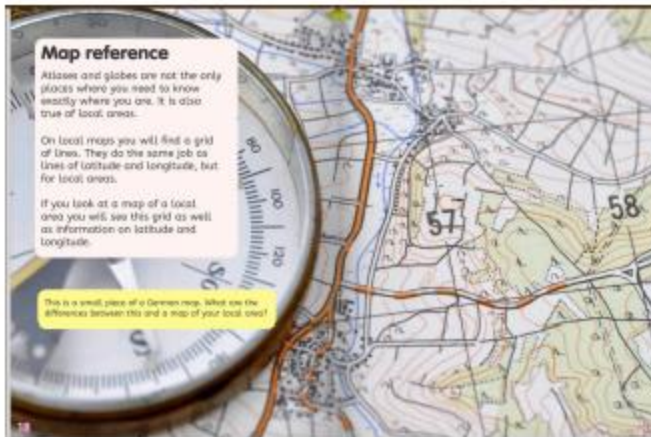
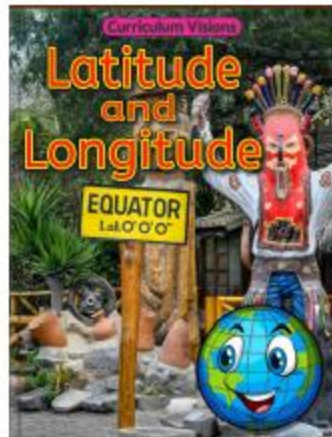


# Implementation



## Reading

Our geography curriculum is supported by a wealth of high quality texts which support pupil's learning and develop their skills in accessing information from a range of sources. We also access, 'Curriculum Visions,' to ensure that our subject content has materials that can be accessed by pupils both in school and at home. We also get 'topic' boxes from the local library to support the teaching of content.





# Implementation



## **Oracy**

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating key geographical vocabulary. This is modelled by teachers e.g. using my turn, your turn.

## **Writing**

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully in each subject.



# Implementation



## Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum through the use of Knowledge Notes. This has supported the development of the wider curriculum.

In addition to this, staff have accessed planning sessions with Alex Bedford (author of CUSP) to support them in effectively planning sequences of work using the materials provided within the modules.



**Impact**

# Geography.

## Impact





# Impact

## How do we measure the impact of geography teaching?

**We measure the acquisition of knowledge through cumulative quizzing ( see next slide).**

**We also use retrieval practice weekly, to revisit, recap and remind children of knowledge accrued.**

**We use continuous provision to reinforce overlearning and revisit topics weeks later through continuous provision to ensure knowledge sticks.**





# Cumulative quizzing

Pupil end of module results are compared to show how much pupils have gained and retained across the module.

Impact

Ivegill CE Primary School Quiz								
Geography: Maps and grid references			Year: 5 and 6			Autumn Term		
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East to West			100 m x 100 m grid square			The closer together the hotter it is		
North to South			1 km x 1 km grid square			The closer together the steeper the slope		
North East to south West			The nearest mountain			The closer together the nearer a road		
Don't Know			Don't Know			Don't Know		
Question 3: The line that determines time zones around the world is:	Start of unit:	End of unit:	Question 7: What is this map symbol? <b>PC</b>	Start of unit:	End of unit:	Question 10: What is a plateau?	Start of unit:	End of unit:
The equator			Toilet			A high up flat surface		
Prime Meridian			Parking			A lake		
Time line			Police station			A map symbol		
Don't know			Don't Know			Don't Know		
Question 4: The temperate zone is between:	Start of unit:	End of unit:						
Tropics of Cancer and Capricorn								
Equator and North Pole								
Tropics and Polar circle								
Don't Know								





Impact



## **Pupil book study**

**We do regular ‘book looks’ across the subject to ensure continuity of provision and presentation throughout the school.**

**These are carried out by the subject leader and involve speaking to children about their work, observing lessons and looking at books.**



Impact



## Teacher assessment

Geography work is regularly assessed through the use of 'Whole Class Feedback Sheets', and pupils are given regular feedback on their successes and development areas within and across modules.

Teachers record whether children are exceeding, working at or working towards the expectations per topic.