

Nursery – Opportunities provided through continuous provision

Understanding the World is delivered in Nursery with a focus on:

- Personal experiences
- Diverse world
- Widening vocabulary

Reception – Planning and provision is guided by the Educational Programme for Understanding the World.

The endpoint for EYFS is the Early Learning Goal for Understanding the World – People, Culture and Communities:

- Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Children 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
- Children 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.

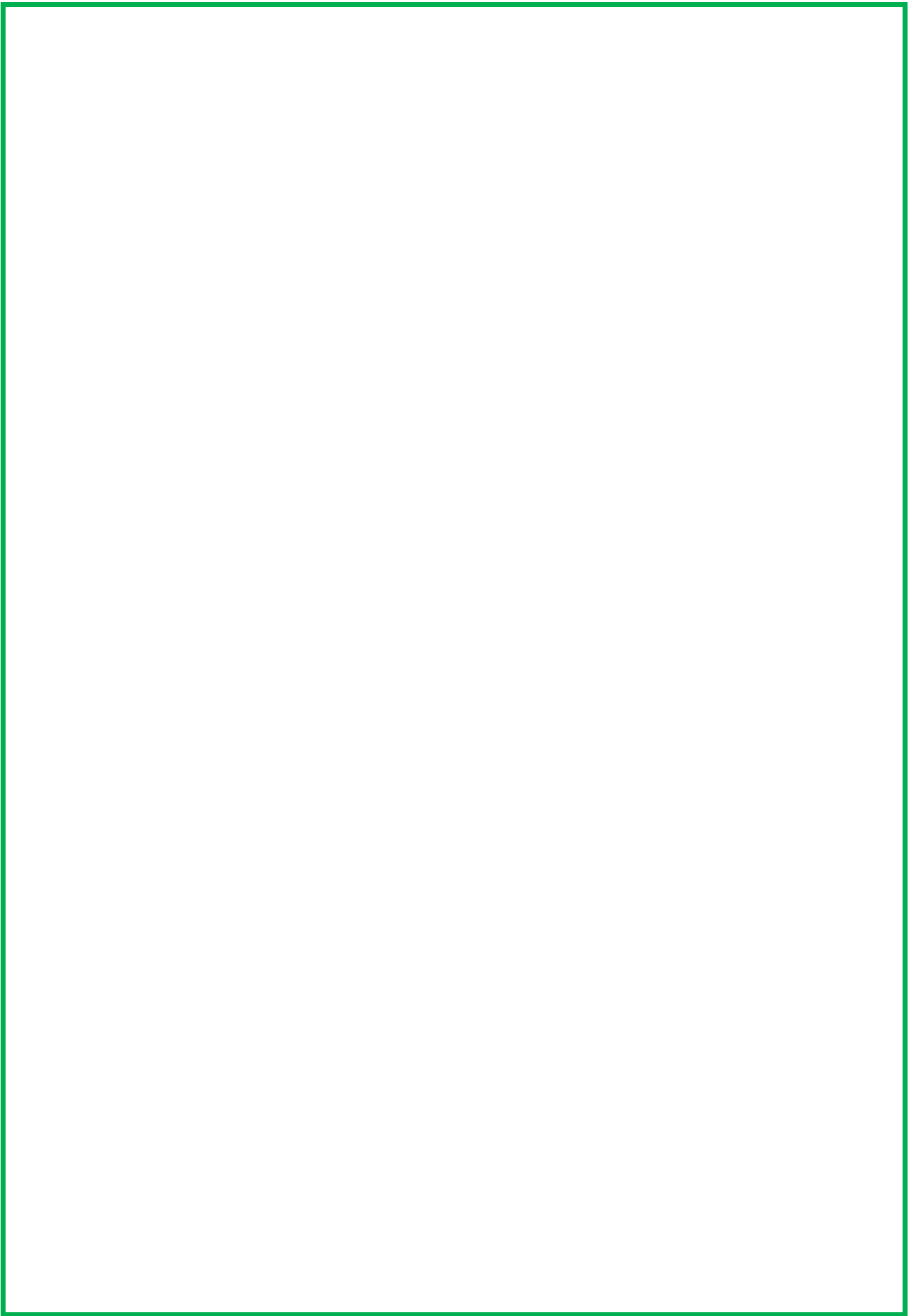
Examples of opportunities provided through both continuous provision and direct teach.

<p>Autumn 1</p> <p>All About Me!</p>	<ul style="list-style-type: none"> • We are all different - where are we all from? Look at maps. • Look at maps of the area and discuss where we live. Why do we love our town? • Map jigsaws • Maps in the outside area / make marks • Look at maps of the world – learn the continent song
<p>Autumn 2</p> <p>Terrific Tales</p>	<ul style="list-style-type: none"> • Draw map of route to school: what do they pass along the way? • Create maps of the forest from the story. Which way to the cottage? Add arrows and explain directions. • Where do we all live? Show on a map – discuss the local area / park and how we can improve it • Christmas around the world / Traditions: Spain and France • Look at flags of the world: can we learn some of them? What does the union flag look like?
<p>Spring 1</p> <p>Amazing Animals</p>	<ul style="list-style-type: none"> • Read the Snail and the Whale and talk about journeys – where have you been? • What would you see in the forest? Animals, trees etc. How is this the same/different to our school grounds? • Discuss the people who are important in our community – how can we thank them?
<p>Spring 2</p> <p>Come Outside</p>	<ul style="list-style-type: none"> • Look at the stickers on a selection of fruit and vegetables and look on a map to see where they have come from. • Create opportunities to discuss how we care for the natural world around us.




	<ul style="list-style-type: none"> • Read 'The World Came to My Place Today' by Jo Readman and Ley Honor Roberts. Show the children a bag of your shopping. Name the foods and look at the label to find the country it comes from.
	<ul style="list-style-type: none"> • Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals
	<ul style="list-style-type: none"> • Pretend to board a plane to Africa? What might we see there? How is life different for some? What are the similarities? Learn some words in Swahili
	<ul style="list-style-type: none"> • Be a weather person and tell people the weather – Learn NSEW.
<p>Summer 1</p> <p>Ticket to Ride</p>	<ul style="list-style-type: none"> • Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.
	<ul style="list-style-type: none"> • Go on a local walk – create a traffic tally chart.
	<ul style="list-style-type: none"> • A stroll through London town: you tube video London landmarks transport, travel and landmarks of London.
	<ul style="list-style-type: none"> • View our homes using Google maps; can children recognise what is around their home and give simple directions to their teacher to navigate the map.
	<ul style="list-style-type: none"> • Where in the world is this? Look at famous world landmarks and guess where it might be.
<p>Summer 2</p> <p>Fun at the Seaside</p>	<ul style="list-style-type: none"> • Look at the map on the inside page of the text: Create directions / treasure maps / compare with seaside town maps / Use Beebots / crate own seaside maps
	<ul style="list-style-type: none"> • The story is set in Australia – Find Australia on a globe and discuss how long it would take to travel there.
	<ul style="list-style-type: none"> • Where in the world have we been? Talk about the different holiday destinations that we have been on – locate on a world map.
	<ul style="list-style-type: none"> • Create paper chain people depicting different cultures • Learn about the traditional dress of different cultures.

Curriculum Map (Years 1 to 6)


	Autumn	Spring	Summer
Year 1/2 A	<p>Going Places</p> 	<p>We Are Britain</p> 	<p>Come Rain or Shine</p> 
Year 1/2 B	<p>The Wonders of the World</p> 	<p>Putting Bridport On The Map</p> 	<p>Lets go to...China!</p> 
Year 3/4 A	<p>Go With The Flow</p> 	<p>Same and Different... Europe</p> 	<p>Somewhere to Settle</p> 
Year 3/4 B	<p>Around the Counties</p> 	<p>The Jurassic Coast</p> 	<p>Lets go to...Uganda!</p> 
Year 5/6 A	<p>Going Global</p> 	<p>Same and Different... South America</p> 	<p>Links to the Land</p> 
Year 5/6 B	<p>Extreme Earth</p> 	<p>Same and Different... North America</p> 	<p>My Hopes for the World</p> 





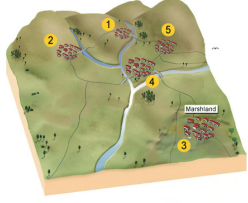
Knowledge and Skills: Year 1/2 A

<p>Going Places (Autumn)</p> 	<p>We Are Britain (Spring)</p> 	<p>Come Rain or Shine (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: KS1 - Human and physical geography KS1 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS1 - Human and physical geography KS1 - Locational knowledge KS1 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS1 - Place knowledge KS1 - Human and physical geography KS1 - Geographical skills and fieldwork</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW the difference between a physical feature and a human feature. I KNOW vocabulary for key physical features - forest, hill, mountain, river, soil, valley, vegetation. I KNOW vocabulary for key human features - city, town, village, factory, farm, house, shop and office.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW the names, locations and characteristics of the four countries and capital cities of the United Kingdom. I KNOW the surrounding seas of the United Kingdom.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW seasonal patterns in the United Kingdom. I KNOW daily weather patterns in the United Kingdom. I KNOW vocabulary to refer to season and weather.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use aerial photographs to recognise basic human and physical features. I KNOW HOW TO use locational and directional language (near and far; left and right) to describe the locations on a map.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use an atlas to identify the United Kingdom and its countries. I KNOW HOW TO use aerial photographs to recognise landmarks.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use simple fieldwork and observational skills to study the surrounding environment of my school.</p>




Knowledge and Skills: Year 1/2 B

<p>The Wonders of the World (Autumn)</p> 	<p>Putting Bridport On The Map (Spring)</p> 	<p>Lets go to...China! (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: KS1 - Human and physical geography KS1 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS1 - Locational knowledge KS1 - Human and physical geography KS1 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS1 - Locational knowledge KS1 - Human and physical geography KS1 - Geographical skills and fieldwork</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW the location of the world's 7 continents. I KNOW the location of the world's 5 oceans. I CAN locate hot and cold countries in relation to the Equator and North and South Poles. I KNOW the weather patterns of hot and cold countries.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW the 8 points of a compass. I KNOW human and physical features of Bridport. I CAN describe some similarities and differences between Bridport and Charmouth.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW key human and physical features of China. I UNDERSTAND the area of Hangzhou Bay in China and how it is similar and different to Lyme Bay (link to river/bay location features).</p>
<p>DISCIPLINARY KNOWLEDGE: I CAN use a globe to identify countries, continents and oceans. I KNOW HOW TO devise a simple map. I KNOW HOW TO use and construct basic symbols in a key.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN use simple compass directions to describe or follow routes on a map. I KNOW HOW TO use and construct basic symbols in a key.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use world maps and atlases to identify countries, oceans and continents studied. I KNOW HOW TO use plan perspectives to recognise basic human and physical features.</p>




Knowledge and Skills: Year 3/4 A

<p style="text-align: center;">Go With The Flow (Autumn)</p> 	<p style="text-align: center;">Same and Different.... Europe (Spring)</p> 	<p style="text-align: center;">Somewhere to Settle (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: KS2 - Human and physical geography KS2 - Locational knowledge KS2 - Place knowledge KS2 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge KS2 - Place knowledge KS2 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge KS2 - Place knowledge KS2 - Geographical skills and fieldwork</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW and understand the water cycle. I KNOW the physical geography of rivers. I CAN locate some examples of key world and UK rivers on a map. I UNDERSTAND why rivers are important. I KNOW some causes of river pollution.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW the location of many countries in Europe (including Russia). I KNOW some of the major cities within European countries. I KNOW some key physical and human characteristics of countries in Europe. I KNOW similarities and differences between Devon in UK and a region in a European country.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW what settlements are and different types of settlements (hamlet, village, town, city). I KNOW some settlements have a special use or function, eg. port, market town, resort. I KNOW that land use is either rural or urban, and that this can change over time. I KNOW how settlement and land use relates to my part of the world.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use symbols and keys (including the use of Ordnance Survey maps). I KNOW HOW TO use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (river or stream link).</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use four-figure grid references to build my knowledge of the UK and Europe. I KNOW HOW TO use maps, atlases and globes to locate countries and describe features studied.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use symbols and keys (including the use of Ordnance Survey maps). I KNOW HOW TO use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (land use link).</p>




Knowledge and Skills: Year 3/4 B

<p style="text-align: center;">Around the Counties (Autumn)</p> 	<p style="text-align: center;">The Jurassic Coast (Spring)</p> 	<p style="text-align: center;">Lets go to...Uganda! (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge KS2 - Human and physical geography KS2 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS2 - Human and physical geography KS2 - Locational knowledge KS2 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge KS2 - Human and physical geography KS2 - Geographical skills and fieldwork</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW the location of Devon and its surrounding counties. I KNOW some of the geographical regions of the United Kingdom, and their identifying human and physical characteristics. I KNOW the location of key cities including Exeter, Plymouth and Truro. I KNOW key topographical features of the United Kingdom, including hills, mountains, coasts and rivers.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW the key human and physical features of the Jurassic coast (link to Science work on rocks). I KNOW how coastal erosion is affecting the Jurassic coast.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW key human and physical features of Uganda. I UNDERSTAND climate zones and how this relates to Africa and Uganda. I KNOW some key features of London. I UNDERSTAND the city of Kampala and how it is similar and different to London.</p>
<p>DISCIPLINARY KNOWLEDGE: I CAN use 4 figure grid references. I CAN use keys and symbols, including in Ordnance Survey maps. I KNOW HOW TO use fieldwork to observe, measure, record and present the human and physical features in the local area, eg sketch maps, plans and graphs.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN use 4 figure grid references. I CAN use the 8 points of a compass. I KNOW HOW TO use fieldwork to observe, measure, record and present the human and physical features in the local area, eg sketch maps, plans and graphs.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use maps, atlases and globes to locate countries and describe features studied. I KNOW HOW TO use 4 figure grid references.</p>

Knowledge and Skills: Year 5/6 A

<p style="text-align: center;">Going Global (Autumn)</p> 	<p style="text-align: center;">Same and Different.... South America (Spring)</p> 	<p style="text-align: center;">Links to the Land (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge KS2 - Place knowledge KS2 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge KS2 - Place knowledge KS2 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS2 - Human and physical geography KS2 - Geographical skills and fieldwork</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle. I KNOW the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). I CAN locate the world's countries using maps.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW the location of South America, its major countries and its environmental regions, and some key physical and human characteristics. I KNOW some similarities and differences in the physical and human geography of a region in United Kingdom and a region in South America (coastal plains of Brazil?).</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW key aspects of economic activity such as trade links (including Fair Trade). I CAN describe the distribution of natural resources including energy, food, minerals and water.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use 6 figure grid references to build my knowledge of the wider world. I KNOW HOW TO use atlases and digital/computer mapping to locate countries and describe features studied.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use maps, atlases and digital/computer mapping to locate countries and describe features studied. I KNOW HOW TO use 6 figure grid references, symbols and keys to build my knowledge of the wider world.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. (Example questions = Do we import more food from the rest of the world than we grow? What impact does trade with other countries have on our area?)</p>

Knowledge and Skills: Year 5/6 B

<p style="text-align: center;">Extreme Earth (Autumn)</p> 	<p style="text-align: center;">Same and Different.... North America (Spring)</p> 	<p style="text-align: center;">My Hopes for the World (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: KS2 - Human and physical geography KS2 - Locational knowledge KS2 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge KS2 - Place knowledge KS2 - Geographical skills and fieldwork</p>	<p>NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge KS2 - Human and physical geography KS2 - Geographical skills and fieldwork</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW the position of latitude and longitude, and the Tropics of Cancer and Capricorn. I KNOW different biomes and vegetation belts, and can label some examples on a world map. I KNOW the physical geography of mountains, volcanoes and earthquakes.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW the location of North America, its major countries and its environmental regions, and some key physical and human characteristics. I KNOW some similarities and differences in the physical and human geography of a region in United Kingdom and a region in North America (estuary regions such as The Hudson River, New York and New Jersey).</p>	<p>SUBSTANTIVE KNOWLEDGE: I CAN locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. I CAN describe and understand key aspects of physical and human geography. I KNOW the threats to the world through climate change, and how to take action to help.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (Example questions = Which area do natural disasters have the worst effects on?).</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use maps, atlases and digital/computer mapping to locate countries and describe features studied. I KNOW HOW TO use 6 figure grid references, symbols and keys to build my knowledge of the wider world.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO present and communicate my geographical ideas.</p>

Progression by Disciplinary Skill

	Year 1/2	Year 3/4	Year 5/6
Human and Physical Geography	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom. • Use basic geographical vocabulary for key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, vegetation, season, weather. • Use basic geographical vocabulary for key human features: city, town, village, factory, farm, house, port, office, harbour, shop. • Know the location of hot and cold areas of the world in relation to the Equator and the North and South poles. 	<ul style="list-style-type: none"> • Describe and understand the physical geography of climate zones. • Understand the water cycle. • Describe and understand key aspects of rivers. • Describe and understand aspects of human geography, including types of settlement and land use. 	<ul style="list-style-type: none"> • Describe and understand the physical geography of biomes and vegetation belts. • Describe and understand the physical geography of mountains, volcanoes and earthquakes. • Understand aspects of human geography, including economic activity and trade links, the distribution of natural resources (eg energy, food, minerals and water).
Locational Knowledge	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom, and its surrounding seas. • Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> • Name and locate counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers), and land use patterns; understand how some of these have changed over time. • Locate countries in Europe (including Russia) using maps, including their key physical and human characteristics, and major cities. 	<ul style="list-style-type: none"> • Locate countries in North and South America using maps, including their environmental regions, key physical and human characteristics, and major cities. • Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Arctic and Antarctic circles, latitude, longitude, the Tropics of Cancer and Capricorn. • Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).
	Year 1/2	Year 3/4	Year 5/6

Place Knowledge	<ul style="list-style-type: none"> • I am beginning to understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area of a contrasting Asian country. 	<ul style="list-style-type: none"> • I understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country, and an area of Africa. 	<ul style="list-style-type: none"> • I understand geographical similarities and differences through studying the human and physical geography of a region of the UK and several regions within North and South America.
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Use aerial photographs to recognise basic human and physical features, and recognise landmarks. • Use simple fieldwork and observational skills to study the geography of my school, its grounds and the local environment. • Use an atlas to identify the United Kingdom and its countries. • Use world maps, atlases and globes to identify the UK and China. • Use locational and directional language (near and far; left and right) to describe locations on a map. • Use plan perspectives to recognise basic human and physical features. • Use simple compass directions (North, South, East, West) to describe the location of features, and routes on a map. • Devise a simple map. • Use and construct basic symbols in a key. 	<ul style="list-style-type: none"> • 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. • Use maps, globes and atlases to locate the areas and features studied. • Use the eight points of a compass to build my knowledge of the UK. • Use symbols and keys (including on Ordnance Survey maps). • Use four-figure grid references to build my knowledge of UK and Europe. 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure 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. • Use digital/ computer mapping to locate countries and describe features studied. • Use six-figure grid references to build my knowledge of the wider world.

Lesson Design in Geography

Geography teaching at Charmouth values an enquiry approach. This means that lessons encourage:

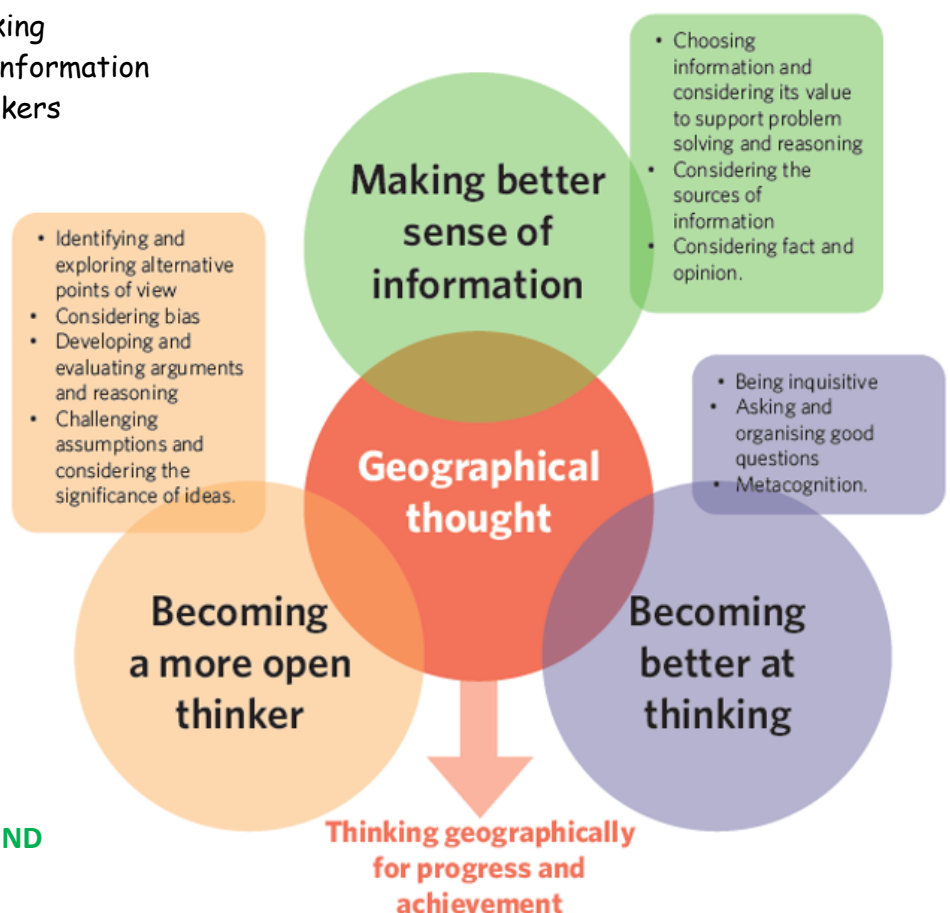
- A questioning, inquisitive, critical approach to geographical knowledge.
- The critical study of both qualitative and quantitative data as sources of evidence on which geographical knowledge is based.
- Opportunities for students to develop their understanding of what is being investigated through thought-provoking activities, discussion and debate.
- Critical reflection on what has been learnt and how it has been learnt.

The use and study of maps is central to geographical learning and understanding. Maps are key to representing the features and layout of the world, from the local to the global. Maps, at a variety of scales, are used frequently as a matter of routine and are an intrinsic part of learning in geography. This ensures that students have good spatial awareness and are secure in their ability to locate the places they are studying.

Being a good geographer means thinking critically about the world. Pupils who have been supported to think critically are able to challenge, question and think more deeply about all aspects of geography and become more capable and independent learners.

In planning geography learning, we are looking for opportunities for children to:

- Become better at thinking
- Make better sense of information
- Become more open thinkers



(Geography Association)

Geography for learners with SEND

Inclusion in geography means: setting suitable learning challenges, responding to pupils' diverse needs, and overcoming potential barriers to learning and assessment for individuals and groups.

Possible struggle or challenge	Scaffold or support to consider
<ul style="list-style-type: none"> - Difficulties with reading 	<ul style="list-style-type: none"> - Pairing of confident and less confident readers when considering groupings in geography. - Make frequent use of audio/visual stimuli about places and features. Pictures/drawings/recordings/video clips can be used to generate pupil-to-pupil discussion or precede written information. Use or present information in tables or diagrams, rather than unbroken text. - Make use of fluency strategies from reading lessons when reading geographical information – including echo reading and choral reading.
<ul style="list-style-type: none"> - Difficulties with language/vocabulary 	<ul style="list-style-type: none"> - Provide a word bank related to the theme. This could be provided before the start of the unit, as pre-teaching, or built up cumulatively throughout the sequence of lessons. - Provide sentence stems/speaking frames for oracy/discussion tasks to structure spoken language. - Recognise that the language of history may be challenging and cause barriers for some pupils, including the use of geography-specific terms, eg 'biome', 'meander'. Plan to teach new geography vocabulary explicitly in context using activities from the menu of instructional activities. - Use pictures and symbols (eg Widgit) to illustrate new geographical concepts. - Simplify questioning words – for example, do not ask them to 'compare and contrast' but ask 'what are the things that are different between ...'
<ul style="list-style-type: none"> - Difficulties with writing/recording 	<ul style="list-style-type: none"> - Consider alternatives to written recording at times. Children may be able to achieve more verbally than in written form, so involve them fully in showing their learning through discussions, drama and debates.
<ul style="list-style-type: none"> - Difficulties with maths/number 	<ul style="list-style-type: none"> - Be aware of challenges with shape and space potentially being a barrier in map/compass work. Increase adult support, or make use of mixed ability pairings, where possible. - Ensure large numbers used in geographical learning (eg population or area of a country) can be read and understood by the child, in order to have meaning.
<ul style="list-style-type: none"> - Difficulties with memory/processing 	<ul style="list-style-type: none"> - Use a digital camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record. Simple audio recorders can be used instead of written notes during visits or field trips. - Reinforcement of key facts eg locations of places on a map, through retrieval practice principles – revisit regularly, spaced practice, dual coding (words and visuals together). - Reduce reliance on memory by using a chart that shows the 'big picture' to help pupils make links between lessons, eg a chart

	<p>showing the big question, and how each lesson is related to the question. Use mind maps and other visual devices to help pupils see patterns and relationships.</p> <ul style="list-style-type: none"> - Narrative can help all pupils, including those with learning difficulties, to make sense of events by bringing other countries and cultures to life, so consider using stories (of real people living in different parts of the world) within geography learning. - When questioning, allow pupils time to discuss the answers to questions in pairs, before requesting verbal responses. Structures such as think-pair-share can be really helpful. - When you are asking questions, use pupils' names to warn them that they are about to be involved. Sometimes, warning pupils quietly that you are about to ask them a question gives them a little thinking time and they may be able to answer more confidently. - Invite pupils to comment on a key issue, and check their understanding by asking them to reformulate it in their own words or in a different form. For example, after an enquiry about tectonic processes, ask pupils to explain their findings in diagrams, as well as explaining orally or in writing.
<ul style="list-style-type: none"> - Difficulties with engagement, for example because of SEMH needs 	<ul style="list-style-type: none"> - Identify pupils' existing geographical knowledge and prior experience eg using posters, concept maps and mind-mapping software. - Relate geographical concepts to everyday applications. Use real objects as a starting point for developing the concepts and the language needed to describe and discuss what pupils have observed or experienced. - Concrete materials and sensory resources, such as a replica rainforest, can help pupils understand unfamiliar locations and people

Assessment in Geography

Assessment of children's geographical understanding is continuous as described in the Primary Geography article 'The Process of Progress' (Margaret Mackintosh, 2008):

"My approach to assessing pupils' progress in geography is through continuous dialogue and 'listening in' to pupils' geographical conversations as they talk while enjoying practical activities on their geographical journey. For this to be useful the teacher needs to know where the journey is going, in skills as well as content."

Short term: day-to-day assessment

Progress can be shown on a day-to-day basis, even if assessment information is more informal in nature. Formative strategies such as better questioning (challenging questions, rich questions); feedback, (including formative marking, with opportunities for students to respond and improve their work) effective self- and peer- assessment support students to make progress within planned knowledge and skills.

Medium term assessment

Pupils should have the chance to demonstrate their achievement through more formal assessment tasks, typically towards the end of a unit of work. These tasks can be used formatively to identify broad progress, strengths and weaknesses and to identify curriculum targets moving forward.

Assessment evidence could include:

- geographical enquiries
- extended or shorter focused pieces of writing in a variety of different forms for a range of purposes
- analysis and interpretation of a variety of maps at different scales as well as other geographical data
- text annotation or visual organisers such as thought mapping, storyboards, concept mapping or timelines
- oral work such as pupil presentations to the class, contributions to class discussions, drama activities or discussions with teachers
- drawing of sketch maps, diagrams, field sketches
- pupils' self-assessment.