



Geography at Ludlow Primary School

Our Curriculum Drivers at Ludlow Primary School

Healthy Body Healthy
Mind

Growth Mindset

Confident
Communicator

Citizen of the World

Our Core Values

Independence

Happiness

Honesty

Kindness

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the world around them so they can develop into responsible, knowledgeable and caring international citizens of the 21st century.

What Geography looks like in our school:

- 🌐 Opportunities to inspire children's curiosity about the world.
- 🌐 A variety of activities to help children to learn about the world, different countries, cultures and their cultural capital.
- 🌐 Children working individually, in pairs and groups to develop key geographical skills, investigating human, physical geography and fieldwork: using map skills, observations, compass and directions, aerial photos/plans and recording for analysis.
- 🌐 Exciting geography topics to provide children with the opportunity to explore and investigate the world around them utilising the Chris Quigley Scheme of work.
- 🌐 A well planned 'Progression of Knowledge and Skills' to enable the children to work on and develop new skills in each Year.

This is our philosophy:

- 🌐 Children learning through exploring different topics whilst acquiring new skills.
- 🌐 Children developing an awareness of where different countries are given the opportunity to find out more about them.
- 🌐 To provide children with experiences to help them develop their understanding of different countries and their cultures.

This is the knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

- 🌐 Have had an opportunity to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.
- 🌐 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 🌐 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

By the end of Key Stage 1 pupils will:

- 🌐 Pupils will begin to develop knowledge about the world, the United Kingdom and their locality.
- 🌐 They will understand basic subject-specific vocabulary relating to human and physical geography.
- 🌐 They will begin to use geographical skills, including first-hand observation, to enhance their locational awareness,
- 🌐 Use map skills, observations, compass and directions, aerial photos/plans,

recording for analysis

By the end of Key Stage 2 pupils will:

- 🌐 Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- 🌐 They will learn about 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.
- 🌐 Use of map skills, observations, compass and directions, aerial photos/plans, recording for analysis, use of digital technology to help enhance their understanding.

This is how it works:

- 🌐 Each year group will follow the Chris Quigley Milestones for the coverage of skills and curriculum content.
- 🌐 By the time the children leave Year 6, they will have covered a wide range of geographical skills and topics to really get the children engaged and enjoy their learning.
- 🌐 All children at Ludlow Primary School will get the opportunity to go on various trips to develop local, regional, and global geography experiences.
- 🌐 Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.
- 🌐 Lessons may be taught discreetly or as a block of lessons.
- 🌐 During the units of learning there will be opportunities for children to utilise their writing skills to help explain and consolidate their learning.

This is what adults do:

- 🌐 Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of geographical skills and knowledge.
- 🌐 Create an environment that supports learning and that engages children's interest in the topic being studied e.g. role play areas, interactive displays.
- 🌐 Regular book scrutiny, pupil perceptions and planning audits.
- 🌐 Whole school professional development.

This is how we support:

- 🌐 Work might be differentiated so that all children are able to meet the learning objective.
- 🌐 Small group/1:1 adult support given where required.
- 🌐 We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- 🌐 These pupils will then receive additional support or resources to use.

This is how we challenge:

- 🌐 Additional activities to stretch the learning within the lesson.
- 🌐 Where applicable, adaptive teaching will be used to support all pupils within the classroom to achieve their full potential.

This is how we ensure all children can access the curriculum:

- 🌐 Children who have SEN or EAL needs are using adaptive teaching techniques.
- 🌐 Seating children alongside good role models to support one another.
- 🌐 By providing visual/practical prompts.
- 🌐 Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc.

This is what you might typically see:

- 🌐 Engaged learners.
- 🌐 Children focusing on a range of geographical locations.
Recognising the differences between man-made and natural features within the landscape
- 🌐 Children developing their map skills through practical and engaging activities to develop geographical skills.
- 🌐 At least one yearly fieldwork experience outside of the classroom.

This is how we know how well our pupils are doing:

- 🌐 Lessons are planned based on geographical skills which are specific for each year group.
- 🌐 Feedback by teacher and peers following the feedback policy
- 🌐 Photographic and video evidence.
- 🌐 Displays show the current vocabulary
- 🌐 At the end of each half term, skills are highlighted according to whether a child has demonstrated that they have met a skill.
- 🌐 Assessment tracked at two points during the school year.
- 🌐 Book scrutiny, pupil perceptions and planning audits.

This is the impact of the teaching:

- 🌐 Children who enjoy geography.
- 🌐 Inquisitive learners.
- 🌐 Children who are able to demonstrate a variety of geographical skills.
- 🌐 Children who are prepared to share what they've learnt in a variety of ways.

Cultural Capital:

OFSTED define cultural capital 'knowledge children need to prepare them for their future success' and be 'educated citizens'.

Children who are prepared to share what they've learnt in a variety of ways.

- 🌐 Cultural capital brings together the knowledge, behaviour and skills that children can draw upon and demonstrates their cultural awareness, knowledge and competence.
- 🌐 It is one of the key ingredients that pupils will draw upon to be successful in society and eventually their career and the world of work.
- 🌐 Within our Geography curriculum, there are high-quality trips, fieldwork opportunities, practical tasks which enable pupils to gain a wider context to their unit of study. Children are then able to apply their knowledge to a more 'concrete' experience and bring their learning to life.
- 🌐 Where possible, we use our local environment to enhance learning and bring learning to life
- 🌐 Cultural capital is promoted in primary geography in several ways, including: Fieldwork, visits, maps and local knowledge.

SMSC:

Spiritual, Moral, Social and Cultural (SMSC) development is the overarching umbrella that encompasses personal development across the whole curriculum. All schools in England must show how well their pupils develop in SMSC.

Spiritual

Through teaching geography, we can also develop children's spiritual development. Essentially, Geography is about studying people; where they live and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others.

Moral

Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest? Such issues are explored through a variety of activities.

Social

Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as pupils develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful. Geography also teaches an understanding of citizenship, where debates and discussions teach pupils about the planning process in a town or city; they learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.

Cultural

An essential component of Geography is place knowledge. By

understanding the features and characteristics their local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad, as well as our own multicultural society.

