

Geography

How does my view of this place change when I zoom in or out?
How and why are places connected at different scales?

PLACE

What is this place called?
What is it like?
What kind of features does it have? (Human and physical)
How and why is it changing?
What do people do here?
How do I feel about it?
How does it compare to other places?

SCALE

SPACE

Where is this place?
How does it connect to other places?
How can it be mapped?
What is unique about its location?

Geography - Subject Expectations

Follow curriculum map on shared drive. This can be found (with Knowledge Organisers, vocabulary lists, mapping skills progression grids etc.) in 'Geography' folder.

Mapping unit completed in Autumn term. Recap knowledge from previous year groups.

Revision and recap of core vocabulary/concepts at beginning of every Geography lesson.

Half term blocks of lessons, alternating with History.

One class trip with clear fieldwork/geographical enquiry focus per year.

One Geography related display from each key phase per year.

Focus on Geographical vocabulary - spelling, use in writing, understanding. Word banks.

One extended piece of writing per unit using success criteria and word banks.

High expectations for presentation.

Cursive handwriting, neat colouring.

EXCEPT MAPPING. For mapping use printed (non-cursive) labels/naming, correct keys, symbols, colour codes etc.



Geography - Assessment

Marking against LO. Next steps/Green for Growth as applicable.

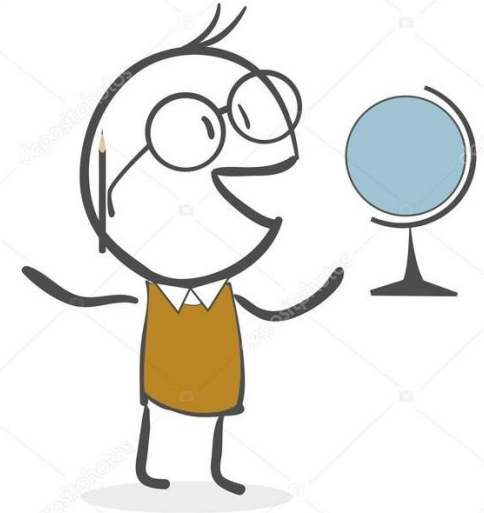
Extended writing uses success criteria to assess. Must be geographical success criteria, but can add 'challenge' for writing objective. Children self-assess first.

Tracking ladders at front of books. Highlight at end of each unit.

Target Tracker data input each term.

Expectation: Autumn b/b+, Spring w/w+, Summer s/s+

Ongoing informal assessments of key geographical concepts, e.g. continents, oceans, countries in British Isles, capital cities, compass points.



geographer