



Glen Hills Primary School

Geography

Statement of Intent

Intent

Rationale

At Glen Hills, Geography links well to our character muscles to inspire pupils to develop a curiosity and fascination about the world. Typically, in KS2 it is taught for 2 hours a week for 3 terms of the school year. It often rotates with History so that topics are more fluid. In KS1, topics are more seasonally based, so coverage is more varied depending on the topic at the time.

Curriculum plans meet the needs of different individuals by being differentiated and revisited and extended over different year groups. For example, in Year 2, children read map coordinates using 2 figure grid references (A2), in Year 3 it's 4 figures and in Year 6 they move onto 6 figure grid references.

Much of the Geography curriculum at Glen Hills involves outdoor walks, observing the local areas, seasons, rivers, Botanical Gardens, Bradgate Park etc. as it makes the most of our surroundings without impacting on the school budget. This also gives our children a sense of community and an importance of taking care of their own world.

Coverage

In KS1, subject content is covered through discussions of local areas and seasons, map work, British values, naming continents and oceans, human and physical features and occupations within the community. Children learn about All Saint's days and the capital cities of the United Kingdom. In Year 2, children compare the UK to St Lucia and identify weather patterns. Differentiation and challenge evident in planning/books to encourage depth of knowledge. Necessary skills are taught to meet these criteria and new and relevant vocabulary are introduced.

Similarly, in KS2, pupils further their knowledge of the world and there is evidence of the necessary skills and vocabulary being introduced. Year 4 learn about hot and cold regions using map work then move in to focus on South America and Africa and their natural, physical features such as rainforests and deserts. They also discuss climate zones and biomes. Year 6 compare the local area with Llandudno and climates between the UK and Mexico. Children use Ordnance survey maps and 6 figure grid references. They use atlases, globes and google earth to locate continents, countries and cities. They also learn about extreme weathers.

Skills and vocabulary show good progression and many cross-curricular links are evident, including Literacy, Maths, Grammar, ICT and drama.

Inclusion

All learners are able to access the Geography curriculum. There is evidence of suitable challenges for most tasks to deepen learning and where this wasn't apparent, teachers were

made aware of this through scrutiny feedbacks. Differentiation is also apparent in usually two levels and there is also evidence of peer/group support and support by teaching assistants where necessary.

Sequence

Topics seem to be well structured and adapted year upon year to make slight changes and improvements where needed. Many topics, such as seasonal walks (Year 1), road safety (4+), Saints days/Capital cities, Rivers (y5) are taught at particular times of the year to fit in with relevant dates. Year 6 teach more Geography in the Summer term following their SATs exams. Topics demonstrate good fluidity overall in both planning and books.

Ambitious

There is evidence across all year groups that children are being taught new things and that the aims and subject content are being met. Challenge and differentiation is evident in many lessons too. There have been links to homework and themed days/weeks too such as 'Tour de Glen Hills'. There have also been links to other schools in different countries – sending postcards and learning about different locations.

Implementation:

Teaching

Planned and delivered curriculum objectives look to be coherent – observed through planning and book scrutinies. There is a good level of cross-curricular work, also evident through book scrutinies, and links have been seen:

- 4+ – Literacy – bossy verbs and positional language to describe their route around the playground. Homework – 'my route to school'.
- Year 1 – Literacy – through the Dragon's Eye – map of Widge. Maths – sorting items into groups and various poster/artwork.
- Year 2 – Maths – cross-curricular maths – tables and coordinates. ICT – Google Earth.
- Year 3 – ICT – Powerpoints, D/T – making landscapes.
- Year 4 – ICT – Cold regions and effects on humans and animals. Art – rainforests.
- Year 5 – Literacy – explanation texts. Science – changing states. ICT – river feature poster.
- Year 6 – Literacy – balanced discussion, persuasion and newspaper report. Maths – tables, comparative graphs and line graphs. GAPS and reading comprehension – earthquakes. ICT – Llandudno travel brochures, Earthquake safety video and Mount Snowdon discussion. Drama – acting out Llandudno bay formation.

Impact:

Teachers effectively use feedback comments, routes to resilience stickers, green pen comments and 'triggers' to assess beginning and end learning to each topic. Learners have access to challenges in most lessons to deepen learning and understanding. Cross-curricular links are evident in all year groups to evidence a range of knowledge and skills that are covered and the National Curriculum guidelines are met.