



Co-op Academy
Portland

Geography

**Curriculum Intent, Implementation and Impact for
History at Co-op Academy Portland**

At Co-op Academy Portland, our curriculum is built on the foundations of the statutory National Curriculum. Our deliberately sequenced substantive and disciplinary knowledge will ensure that learning is built progressively from Nursery to Year 6 in identified strands that enable our children to become competent Geographers. Each topic is delivered using an 'enquiry based approach', driven by a big question. This helps our children to develop transferable problem solving skills.

We aim to provide children with a high-quality education that engages, inspires, and challenges them. We will equip pupils with the knowledge and skills needed for their futures through exposure of media, careers, visitors and trips. As pupils progress, we aim to develop their ability to think critically and gain a more rigorous understanding of subjects.

Community is the backbone of our school, and we integrate our Co-op values into our curriculum to benefit our children and families. These values permeate through our curriculum, fostering the next generation of responsible, socially mindful citizens.

Our aims are that our pupils are able to:

- Develop geographical curiosity about the world's geography and its diverse cultures and environments.
- Promote a comprehensive understanding of diverse geographical locations, human and physical environments and resources.
- Develop progressive geographical skills and knowledge that is transferable throughout their education and beyond.
- Understand and appreciate their local area's geography and its connection to the wider world.
- Use disciplinary knowledge to raise questions and compare different locations, environments, lands and cultures and begin to create their own informed analysis.

Long Term Plan (EYFS):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Autumn 1: My World and Me C1: Looking at the local area C2: Looking at the local area	Autumn 2: [History, RE and Art drivers here - Look at LTPs]	C1: Fun on the Farm - caring for the world and contrasting environments C2: Down in the Jungle - contrasting localities	[History and Science drivers here - Look at LTPs]	C1: Let it Grow - explore and observe local environment C2: Down at the Bottom of the Garden - locality and fieldwork, exploring changes and how we care for the environment	C1: Save the Seas C2: Roles in the Community with elements of History and Science

What does Geography look like in Early Years Co-op Academy Portland?

- Children look at, and talk about where they live.
- They learn that they live on the Wirral, which is in the North West of England - we also speak about where our school is (Birkenhead).
- Children have access to Atlases and Globes.
- They talk about different places that they visit e.g. the park, the supermarket, and can talk about some of the similarities and differences.
- Children explore maps and have created their own. For example, we went on a walk around our local area (Birkenhead Park). The children were able to make a map for this.
- We use Google Earth to look at where our country is situated on our planet, and try to locate different places.
- We discuss the different places our children are from and locate these on a globe and on Google Earth.
- They listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different.
- They explore different places through some of our topics (e.g. Frozen Planet - exploring different climates, cultures, traditions and animals who live here).
- Learn about celebrations in other countries, and this country e.g. Diwali, Eid.
- Evidence is recorded in floor books from group activities.
- Topic lessons include links with Geography (through UtW) and some tasks will be adult-led to support developments of particular skills.
- When applicable, we use images to support the learning of Geography.

Long Term Plan (Years 1-6):

	Autumn 1	Spring 1	Summer 1
Year 1	What are the important places in our school and where are they?	Are all UK cities the same?	How does the weather change over the year?
Year 2	How similar are the coast and the countryside?	Where are hot and cold places located on our planet?	How similar are Liverpool and Shanghai?
Year 3	What is it like in the Peak District?	How has land use changed in the Peak District over time?	Would you rather visit London or Valencia as a tourist?
Year 4	Why don't we worry about volcanic eruptions and earthquakes in the UK?	Do rivers ever change along their journey (River Aire, Mersey or Trent)?	Does a river flow faster in a curved part, or a straight part?
Year 5	Why is the Polar biome the least inhabited space on earth?	To what extent have humans impacted our local ecosystem?	What does Poland provide for the rest of the world?
Year 6	Will future generations be able to enjoy the beach or Peak District (pick one)?	What is life like in Ecuador?	What impact does climate change have on environmental regions in Ecuador?

- In Years 1-6, Our subject is taught weekly for one hour in alternate half terms.
- Our Medium Term Plans provide detailed information to staff, including:
 - Prior/ future learning; National Curriculum coverage; The 'big question'; A lesson sequence with mapped out Substantive and Disciplinary knowledge; Essential knowledge and Vocabulary.

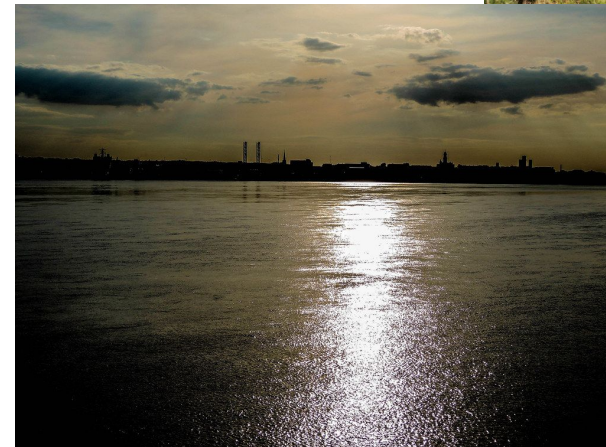
Examples of Cultural Enrichment opportunities:

Visit to coastal region

Visit to Snowdonia National Park

Visit to local area

Visit to a river



How do we know that the children have made progress in Geography?

Class Teachers:

- Every lesson starts with a think back quiz, with questions linking back to previous learning. This ensures that any gaps in substantive knowledge are quickly identified and addressed.
- Quality first teaching ensures that AfL opportunities are present throughout each lesson, enabling practitioners to give feedback in the moment to make sure all children make progress.
- Teacher marking identifies any misconceptions, and these are addressed verbally or through written responses by children before the next lesson.

Subject Leaders:

- During the half term the subject is being taught, subject leaders will complete learning walks to evaluate the teaching and learning environments related to their subject. This will be completed on the school feedback proforma and shared with teachers in 1:1 feedback
- After a unit has been completed, a book look will be completed for every class, using a cross section of pupil demographics (HA, MA, LA, SEND, EAL and PP). Each lesson will be assessed for its coverage of the key knowledge on the Medium Term Plan, and the effectiveness of the activity. This will create an overall effectiveness score for each child, and a score for the unit.
- As part of this assessment process, pupil voice will also be completed to triangulate this with the book look.
- Assessment is used as a tool to support curriculum development.