



Scholar Green Primary School

Being a Geographer at
Scholar Green



A1 (i) Scholar Green's curriculum articulates a shared vision for Geography. It's rationale is clear and takes account of the school's local context.

Our school context

Scholar Green is a village located in Cheshire, surrounded by other smaller settlements including Rode Heath, Mow Cop and Butt Lane. The number of listed buildings in and around the area showcase the history of Scholar Green - especially the infamous Little Moreton Hall. A Grade 1 listed building which has stood in the village since the early 16th century.

The Macclesfield Canal runs through Scholar Green and the Trent and Mersey Canal is nearby. The village has three public houses and two churches.

Mow Cop and Scholar Green railway station on the line between Manchester and Stafford was situated to the north-east of the village. It opened in 1848 and was closed in 1964.

At the heart of the village is our school, Scholar Green Primary School, which has undergone a change in demographic in recent years. Currently 52% of our pupils reside outside our school catchment area and 32% of these reside in the neighbouring authorities of Stoke-on-Trent and Staffordshire.





A1 (i) Scholar Green's curriculum articulates a shared vision for Geography. It's rationale is clear and takes account of the school's local context.

Our shared vision



Headteacher –
Lyndsey Colman



Geography teaching at Scholar Green Primary School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

Geography Curriculum Intent

- To inspire pupils' curiosity to discover more about the world
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, ariel photographs and Geographical Information Systems (GIS)
- To help children understand how the human and physical features of a place shape it's location and change over time

Key Concepts

Place - Having a 'sense of place' – simply put, what is the place like?

Space - How natural and man-made places fit together in the jigsaw of the world.

Scale - This is about understanding the big picture as well as our experiences in day-to-day life.

Environment - This considers how we use the natural world and how people can change it.

Interconnections - No object of geographical study can be viewed in isolation.

Physical and human processes - Looking at how events can change the physical and human world.

Fieldwork – Pupils can collect, represent and interpret spatial information.

Cultural Awareness and Diversity – Having an awareness of different cultures and diversity within the world.





A1 (ii) Scholar Green's has an ambitious, well planned and coherent geography curriculum, with a clear and articulate rationale for any topics studied, which consistently build on prior knowledge.

Geography curriculum in our school

Progression models for all subjects showing knowledge, skills and vocabulary expectations at different stages of learning enable teachers to have a clear oversight of expectations at end point and the knowledge, skills and vocabulary that needs to be delivered at each stage of learning. The result of this is that teaching objectives are clear and focused in a progressive way. SEF 2021



<u>Year group</u>	Year 5
<u>Enquiry Question</u>	What impact do Earthquakes have on a child in California?
<u>Overview</u>	<p><u>Prior learning:</u> In Year 4 the children spent time studying a non-European country (Russia), researching the human and physical geography and the similarities and differences to our local area (Chester).</p> <p>In the Autumn term of Year 5 the children spent time developing their place knowledge in preparation to compare a non-European country (Russia) to a region of North America (California).</p> <p><u>New learning:</u> During this unit children will study the human and physical geography of California, investigate what causes Earthquakes and the impact that these Earthquakes have on children in California.</p> <p><u>Next steps:</u> In Year 6 the children will compare a region of North America (California) to a region of South America (Amazon Rainforest)</p>
<u>End point</u>	<p><u>EP1</u> – Children to explain how the human geography causes Earthquakes in California, identifying the tectonic plates on a world map.</p> <p><u>EP2</u> – Write a paragraph to say how these Earthquakes have an impact on children in California</p>

Our Geography progression models have been developed this year so that they include enquiry questions and specific end points for each half term.

Subject Leader –
Hayley Hancock

These help to keep our learning meaningful and produce a basis for our assessments.



A1 (ii) Scholar Green's has an ambitious, well planned and coherent geography curriculum, with a clear and articulate rationale for any topics studied, which consistently build on prior knowledge.

Geography curriculum in our school



Geography recap

Round Robin

Name all the different types of physical geography that you could find in a national park.

Vocabulary recap

TTYP:

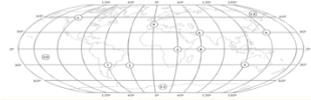
Latitude: the imaginary lines which run in an east-west direction across the Earth.

Longitude: the imaginary lines which run in a north-south direction across the Earth.



Knowledge

To know the significance of latitude and longitude.



Skills

To identify the position of latitude and longitude lines on a map.

ALL POWERPOINTS MUST INCLUDE PRIOR LEARNING, NEW LEARNING, KNOWLEDGE AND SKILLS, VOCABULARY, KAGAN STRUCTURES AND DIFFERENTIATED TASKS.

Power Points are made by closely referencing our detailed progression models and assessment data. Progression models act as our long-term plans to ensure that staff revisit knowledge and skills for 'sticky knowledge'. Planning is closely monitored by members of SLT and subject leaders.



A1 (iii) Geography at Scholar Green supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, whole school initiatives and community events.

Meaningful contexts for EYFS Geography

Context Slip

Criteria met: e.g. A2(i)	A1(iii)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	These photographs show our EYFS children engaging in Geography learning in and around our school.
Why was this example chosen?	These examples were chosen to show that Geography is an integral part of our continuous provision here at Scholar Green.
What does it show ?	It shows our Nursery children in the Forest School – they are developing their knowledge and understanding of the world. It also shows our Reception children engaging with Atlases and globes in their provision.





A1 (iii) Geography at Scholar Green supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, whole school initiatives and community events.

Meaningful contexts for Geography

Context Slip

Criteria met: e.g. A2(i)	A1(iii)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	These photographs show the year 3 children completing fieldwork in our local area creating a meaningful context for cross curricular learning.
Why was this example chosen?	It is clear that cross curricular learning takes place in our school. By allowing the children to collect the samples themselves from our local area provided a meaningful context.
What does it show ?	Whilst out in the local area the children stopped at four different collection points to collect a sample of rocks and soils. The children then made observations about the area that the samples had been taken from.



17.05.22
Geography Fieldwork.
 Year 3 followed a route on a map and stopped to collect rock and soil samples at 4 different points. We then used our science skills to observe and classify what we found.



A1 (iii) Geography at Scholar Green supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, whole school initiatives and community events.

Meaningful contexts for Geography

Context Slip	
Criteria met: e.g. A2(i)	A1(iii)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	These photographs show how cross curricular links have been made in the year 3 curriculum.
Why was this example chosen?	The photographs show how the samples collected during the fieldwork continued their learning in the classroom.
What does it show ?	Once back in the classroom the children used the samples and classified them into groups. They then tested them scientifically.

*19.05.22
We classified
the rocks from
our
Geography
fieldwork*



*17.05.22
We collected soil samples on
our Geography fieldwork and
tested them scientifically.*



PIC • CC

PIC • COLLAGE

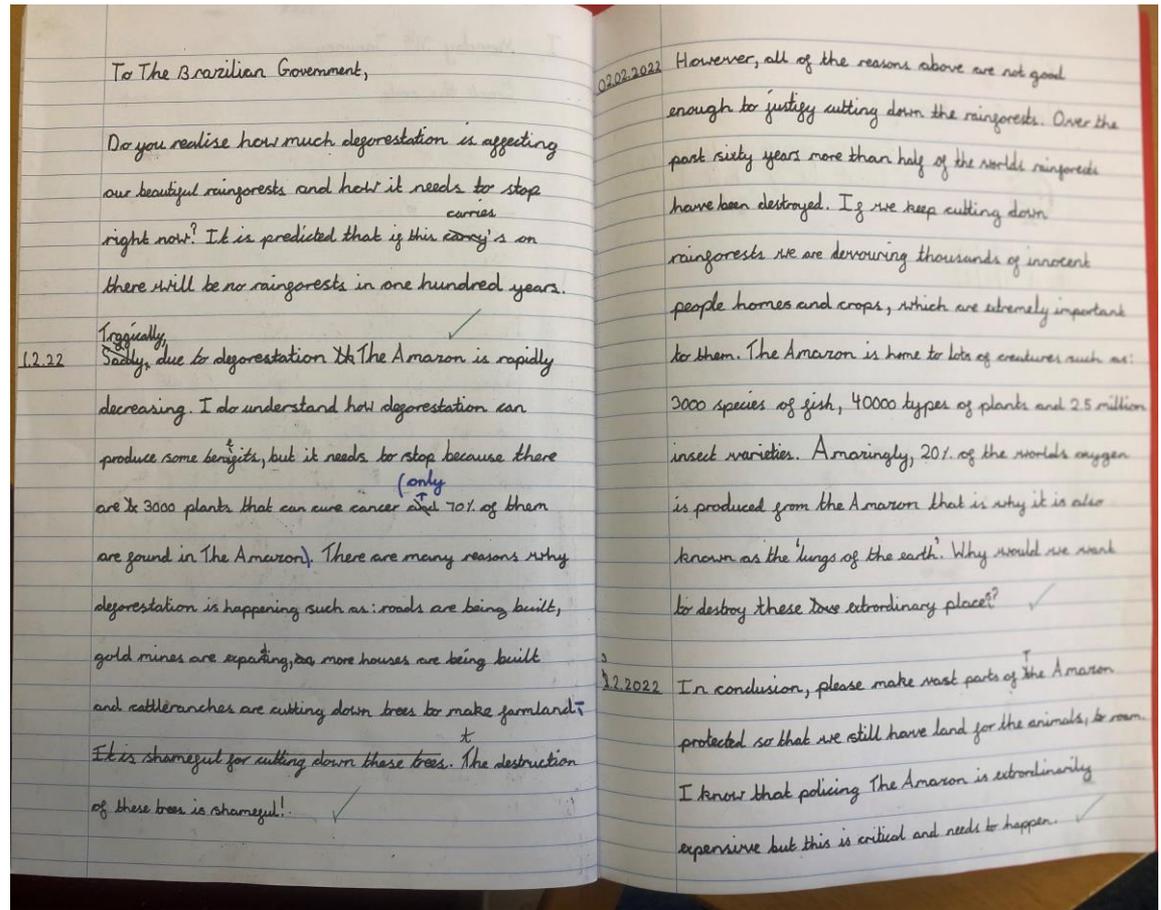


A1 (iii) Geography at Scholar Green supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, whole school initiatives and community events.

Meaningful contexts for Geography

Context Slip

Criteria met: e.g. A2(i)	A1(iii)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	Year 6 Persuasive writing completed in their English lessons.
Why was this example chosen?	This example shows how the Y6 children have applied their knowledge from their Geography units to write a persuasive letter to the Brazilian government about the Amazon Rainforest.
What does it show ?	Its shows that the children have been able to apply what they have learned into a real life context, they have developed their own opinions about the topic and included all of the success criteria of a good persuasive letter.



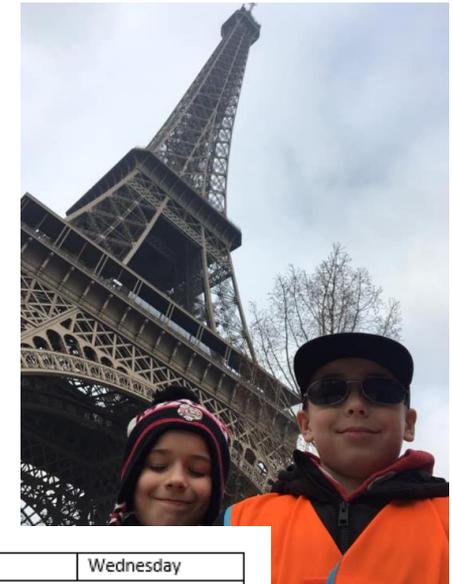


A1 (iii) Geography at Scholar Green supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, whole school initiatives and community events.

Enriched curriculum – Paris week

Context Slip

Criteria met: e.g. A2(i)	A1(iii)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	Scholar Green pride ourselves on the educational visits that we offer our children. Each year Scholar Green offers KS2 the opportunity to go to Paris.
Why was this example chosen?	This often gives some of our children a once in a lifetime opportunity. Children that do not go on the trip engage in our Paris enrichment week back at school. The rota of activities can be seen in the photo.
What does it show ?	Children can visit a different country and see famous places and landmarks for themselves. They get to experience the Eurotunnel and the ferry instead of just learning about them in the classroom.



Geography / MFL enrichment week timetable

Class	Friday	Monday	Tuesday	Wednesday
	Theme			
Nursery- Chloe	Intro to MFL Normal Sessions PPA	Art Day Play dough Eiffel Tower	French writing	Rotation Day Rhymes
Reception- Charlotte	PPA Normal Sessions	Spaghetti Eiffel Tower	Language Angels?	Animals
Year 1- Alice	Junior Jam Normal lessons	Construction Eiffel Tower	Language Angels	Hungry Caterpillar
Year 2- Linda	Junior Jam Normal lessons	Paint Eiffel Tower	Language Angels	Colours
Year 3- Anna	Junior Jam Normal lessons	Junk modeling the Eiffel Tower	Language Angels	Music
KS2 A- Laura (26)	Junior Jam Normal lessons	Pastels Eiffel Tower	Language Angels	Drama
KS2 B- Lynda S/ Sue/ Mel (15)	Junior Jam Normal lessons	Water colour Eiffel Tower	Language Angels	Fashion





A1 (iii) Geography at Scholar Green supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, whole school initiatives and community events.

Whole school initiatives

School trips

Context Slip

Criteria met: e.g. A2(i)	A1(iii)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	At Scholar Green, in addition to the Paris residential, we offer residential trips to Y2, Y4 and Y6. This year Y2 visited Tattenhall, Y4 visited Petty Pool in Chester and Y6 went to Robin Wood. We also host a range of after school clubs that make links with the local community, for example, gardening club.
Why was this example chosen?	We make links to the residential trips by studying the area, for example, Beeston Castle in our Geography and English lessons. The gardening club take part in the local village produce show.
What does it show ?	Whole school learning embedded in cross curricular learning, whole school days and clubs.



Gardening club



Residentials





A1 (iv) Scholar Green clearly shares age related expectations for what all pupils will know and be able to do with their geographical knowledge and skills.

Context Slip

Criteria met: e.g. A2(i)	A1(iv)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	Year 5 progression model 2021-22
Why was this example chosen?	It is an excellent example of a clear Geography curriculum for the Year 5 children and skills needed to be age related in this area.
What does it show ?	<p>Its shows clear knowledge and skills with the relevant vocabulary for that year group. It also shows the enquiry question which shapes the children's learning.</p> <p>The end points are also clear in red and staff know that these are used as assessment pieces.</p>

Knowledge and Skills

<p>Year 5</p> <p>Location Knowledge</p> <ul style="list-style-type: none"> To know the name of some of the world's countries with a focus on North America. To know the name of major cities with a focus on North America. <p>EP – Label countries and major cities of North America on a map.</p> <ul style="list-style-type: none"> To know the significance of latitude and longitude To know the significance of Arctic and Antarctic circle <p>Place Knowledge</p> <ul style="list-style-type: none"> To know geographical similarities and differences through the study of human and physical geography a region of a European country (Russia – listed in year 4) and a region in North America (California) <table border="0"> <tr> <td><u>Human</u></td> <td><u>Physical</u></td> </tr> <tr> <td>Homes</td> <td>Tectonic plates</td> </tr> <tr> <td>Schools</td> <td>Coast lines</td> </tr> <tr> <td>Transport</td> <td>Tsunami</td> </tr> <tr> <td>Safe places (<u>charities</u>)</td> <td>areas</td> </tr> </table> <p>Human and physical geography</p> <ul style="list-style-type: none"> To know and understand key aspects of: <ul style="list-style-type: none"> Climate zones (temperature, rainfall) Earthquakes Distribution of natural resources including energy, food, <u>minerals</u> and water 	<u>Human</u>	<u>Physical</u>	Homes	Tectonic plates	Schools	Coast lines	Transport	Tsunami	Safe places (<u>charities</u>)	areas	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> To use maps, <u>atlases</u> or globes: To locate some of the world's countries with a focus on North America. To locate major cities with a focus on North America. To identify position of latitude and longitude To identify position of Arctic and Antarctic circle <p>EP – Identify the position of latitude and longitude lines on a map as well as the Arctic and Antarctic Circle.</p> <ul style="list-style-type: none"> To use 6-figure grid reference <p>EP – Identify human and physical features of SG on a map. Write the 6-figure grid reference for each one.</p> <ul style="list-style-type: none"> To use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs (line graph), and digital technologies <p>EP – Follow a route on a map around SG. Use an ariel photograph to identify human and physical features of SG and match them on their map to the OS map symbols.</p> <ul style="list-style-type: none"> To compare maps with aerial photographs <p>EP – Write a paragraph comparing a map of California with an <u>aerial photos</u> including human and physical geography of the area.</p> <ul style="list-style-type: none"> To select a map for a specific purpose (political/physical map) To use atlases to find out other information (e.g. temperature) To draw a sketch map using symbols and a key To use and recognise OS map symbols regularly To use lines of longitude and latitude on maps 	<p>Vocabulary</p> <p>As above plus...</p> <p>Latitude Longitude Arctic circle Antarctic circle California State Climate zone 6-figure grid-reference Political map Thematic map Physical map Earthquake Richter scale Devastation Natural resources Survival Ring of fire Minerals Gas Oil Petrol Energy Coal</p>	<p>Enquiry question</p> <p>What impact do Earthquakes have on a child in California?</p> <p>EP – Children to explain how the human geography causes Earthquakes in California.</p> <p>EP – Write a paragraph to say how these Earthquakes have an impact on children in California.</p>
<u>Human</u>	<u>Physical</u>												
Homes	Tectonic plates												
Schools	Coast lines												
Transport	Tsunami												
Safe places (<u>charities</u>)	areas												





A1 (iv) Scholar Green has clearly shared and age related expectations for what all pupils will know and be able to do with their geographical knowledge and skills.

Knowledge Organisers

Year 4 Spring 2 Knowledge Organiser

Context Slip

Criteria met: e.g. A2(i)	A1(iv)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	This is the Year 4 Spring Knowledge Organiser created by the class teacher for the children and their parents.
Why was this example chosen?	This shows how relevant knowledge of the terms Geography learning within the class. This supports learning at home and gives the parents a curriculum overview. These are created every term.
What does it show ?	This particular knowledge organiser shows the 'Features of a river' as part of year 4's curriculum in the spring term. This does vary from year group to year group. This is shared with the children in their lessons.

Science
Changing state

We can change materials from one state to another. We do this by heating or cooling the material.

<p>Heating</p> <p>Heat can change solids into liquids or gases. Most solids melt into liquid when they are heated.</p> <p>A liquid evaporates into a gas when it is heated.</p>	<p>Cooling</p> <p>When we cool something we take heat away from it. Cooling changes a gas into a liquid, and a liquid into a solid.</p> <p>A gas condenses into a liquid when it is cooled.</p> <p>A liquid freezes into a solid when it is cooled.</p>
--	--

Maths

Fractions can be added and subtracted when the denominators are the same.

$$\frac{4}{5} + \frac{2}{5} = \frac{6}{5} \text{ or } 1\frac{1}{5}$$

$$\frac{8}{6} - \frac{5}{6} = \frac{3}{6}$$

History
Roman Empire

Map showing the **Roman Empire** in 44 BC

Map showing the **Roman Empire** in AD 305

Key

Yellow = land controlled by Celtic tribes
Dark blue = Land controlled by the Romans
Green = Land controlled by others

Geography - Rivers

Features of a River

PSHE

Diversity is how we are different. Our differences make us special! We are different in lots of ways! There are differences in: appearance, languages, religions, beliefs, likes and dislikes.

Vocabulary Dozen

- Bat Mitzvah
- Bar Mitzvah
- Numerator
- Denominator
- Roman Empire
- Evaporation
- Condensation
- Degrees Celsius °C
- Equality
- Diversity
- Mouth
- Source

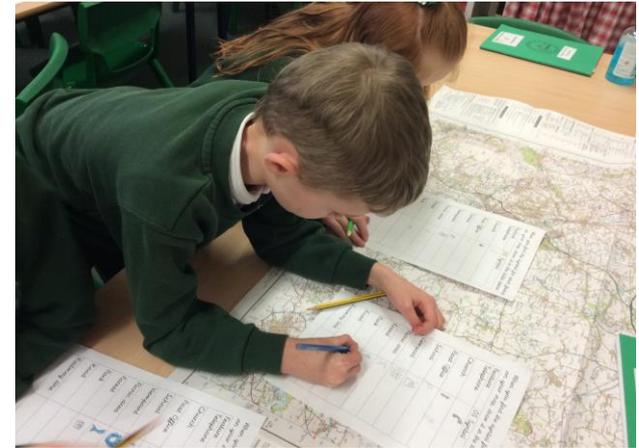
Author of the Term
Andy Stanton

Life Skill
Packing my own bag and being responsible for my belongings.



A2 (i) Geography teaching is highly effective, adapts to pupil's needs and applies the intent described in section A1. It promotes appropriate discussion about the subject matter, stimulates curiosity and makes learning memorable.

Geography teaching across our school



When we were learning about mountains, we made our own mount Everest. This also linked with international woman's day and the first woman to climb mount Everest.



Context Slip

Criteria met: e.g. A2(i)	A2 (i)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	These photographs show children of all ages engaged in active learning. All of the learning that can be seen in these photographs has Geography links.
Why was this example chosen?	These examples were chosen because they show that the children were given a purpose for their learning to make it relevant to them.
What does it show ?	It shows that geography teaching across our school is highly effective. The active learning stimulates curiosity among the children and encourages them to become more independent learners. This active learning also makes it more memorable.



A2 (ii) Scholar Green's curriculum is relevant and authentic, enabling pupils to draw on everyday experiences as well as their own interests and talents to make sense of geographical interconnections.

Highly effective Geography teaching



The Newbys

To ensure that our curriculum is authentic for the children this year I have used videos made by some famous youtubers to enhance our learning. They have made many videos that link to our Geography curriculum.

Context Slip

Criteria met: e.g. A2(i)	A2(ii)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	One of our children asked his mum specifically to take him to Greenwich and was able to tell her all about the Greenwich Meridian Line after learning about it in one of his lessons.
Why was this example chosen?	This clearly shows the impact that our Geography curriculum and lessons had on our children.
What does it show ?	Photo 1 shows a clip from a Newby's video where they take their son Crusoe to the Greenwich Meridian Line in London. Photo 2 shows one of our pupils recreating photo 1 with his sister.





A2 (ii) Scholar Green's curriculum is relevant and authentic, enabling pupils to draw on everyday experiences as well as their own interests and talents to make sense of geographical interconnections.

Highly effective Geography teaching

The Newbys

I contacted the Newbys to tell them about the amazing impact on our children. I managed to arrange a Zoom call with the Newbys for the Y6 children. They had an opportunity to ask them questions with links to Geography.

What biomes have you visited?

Have you been to South America?

Why did you settle in Portugal?

What inspired you to travel the world?

How does England compare to Portugal?

Which country have you had the best experience in?

What country do you plan to visit next?



A2 (iii) Regular planned fieldwork opportunities utilising the school grounds, local area and wider environment is conducted as an essential part of quality geographical learning.

Fieldwork at Scholar Green

Fieldwork Week

The academic year at Scholar Green starts with all the children from Nursery to Y6 participating in a 'Fieldwork Week.' During 'Fieldwork Week' there are a range of planned geographical learning opportunities.

This is led by our Geography lead as part of our School development plan.

We visited the canal and the railway looking at the human and physical geography in our local area.

We used grid references to find and identify landmarks.

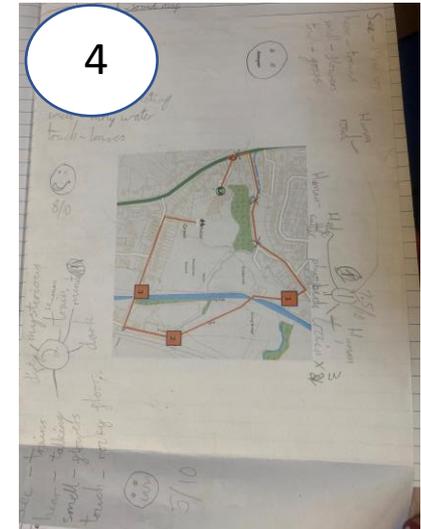
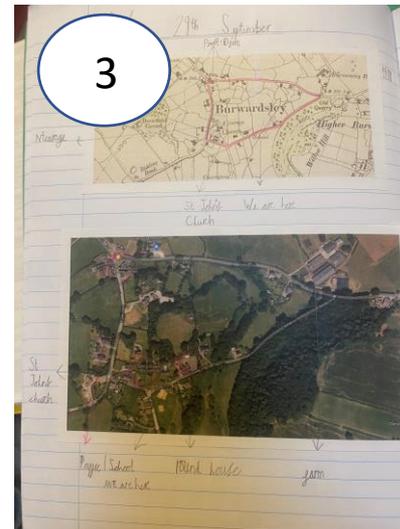
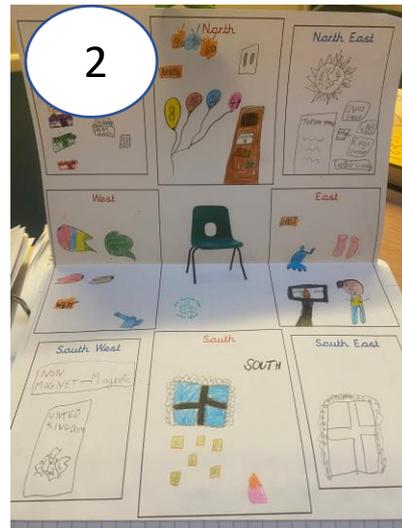
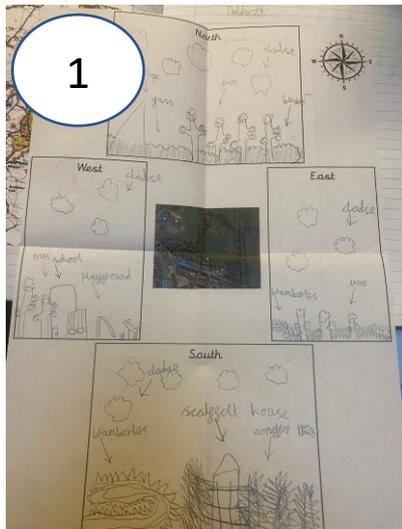
We used compass points to draw a range of sketch maps.





A2 (iii) Regular planned fieldwork opportunities utilising the school grounds, local area and wider environment is conducted as an essential part of quality geographical learning.

Fieldwork at Scholar Green continued in the classroom



1. When out in the local area Year 3 children used compasses to position themselves in the different directions, they then completed sketch maps of what they could see.
2. When back at school Year 3 transferred these skills in the classroom to complete the same activity more independently.
3. When KS2 visited a local outdoor education center on residential they completed a study of the area. This included comparing maps and aerial photographs.
4. Year 5 completed sound maps on their walk around the local area.



A2 (iii) Regular planned fieldwork opportunities utilising the school grounds, local area and wider environment is conducted as an essential part of quality geographical learning.

Throughout the year teachers also plan further opportunities for Geography fieldwork to take place. There are also links with our Forest School and Outdoor learning embedded in our curriculum.



Our holiday club has planned fieldwork in our forest school as shown in this piece of evidence which is 'The Den' brochure for the summer.

Fieldwork at Scholar Green

w/c	Activity
Thursday 21st July	Summer Party
Friday 22nd July	Bikes and scooters (a helmet is a must!!)

w/c	Activity
Friday 25th July	Wool art
Friday 26th July	Forest School Children need spare clothes and wellingtons
Tuesday 27th July	TRIP-BOWLING
Friday 28th July	Tie Dye
Friday 29th July	Bubble Art/ Marble Painting

w/c	Activity
Monday 1st August	Forest School. Children need spare clothes and wellingtons.
Tuesday 2nd August	Games day/Board Games
Wednesday 3rd August	TRIP-MONKEY FOREST
Thursday 4th August	National Chocolate chip
Friday 5th August	Science Experiments

w/c	Activity
Monday 8th August	Forest School. Children need spare clothes and wellingtons.
Tuesday 9th August	Little Harts Pottery
Wed 10th August	National lazy day-PJ Party
Thurs 11th August	Arts and Crafts
Friday 12th August	Tie Dye

w/c	Activity
Monday 15th August	Messy Play/Science Experiments
Tuesday 16th August	Sports activities
Wed 17th August	Trip- Knowsley Safari Park
Thurs 18th August	Forest School. Children need to bring spare clothes and wellingtons.
Friday 19th August	National Potato Day

Please book places through School Spider, for child care vouchers email Sharon Cope at admin@scholargreen.cheshire.sch.uk all bookings regarding the holiday club will close **Monday 11th July at 12pm.**

w/c	Activity
Monday 22nd August	Pirate themed day/ dress up/ treasure hunt
Tuesday 23rd August	Forest School
Wed 24th August	Baking
Thurs 25th August	TRIP BLUE PLANET
Friday 26th August	Water fight

w/c	Activity
Monday 29th August	BANK HOLIDAY-CLOSED
Tuesday 30th August	Arts and crafts
Wed 31st August	Spa day
Thurs 1st September	TRIP-CINEMA
Friday 2nd September	Forest School. Children need spare clothes and wellingtons.

School returns Monday 5th September

There are limited spaces on trip days, the closing date to book a trip will be **THURSDAY 30TH JUNE**, bookings may be closed earlier if spaces have all gone.

Forest School is planned in weekly during our 6 weeks holiday club.



A2 (iii) Regular planned fieldwork opportunities utilising the school grounds, local area and wider environment is conducted as an essential part of quality geographical learning.

Fieldwork at Scholar Green

Trip to the post office to post letters that we write in our English lessons.



Walks along the Macclesfield canal which runs behind our school.

Traffic surveys on the main road outside of our school.



Trying berries that we might find in our local area.

We walk to the church making links to R.E and learning what is in our local area.



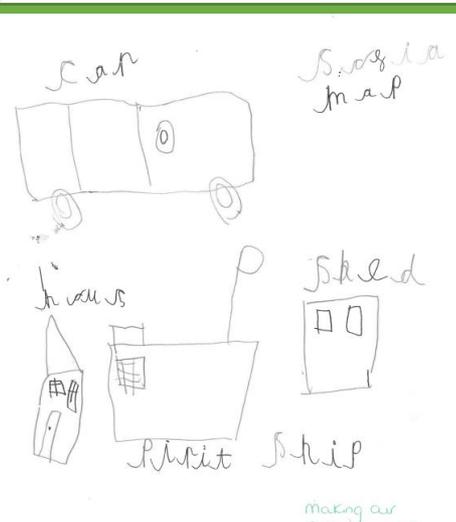
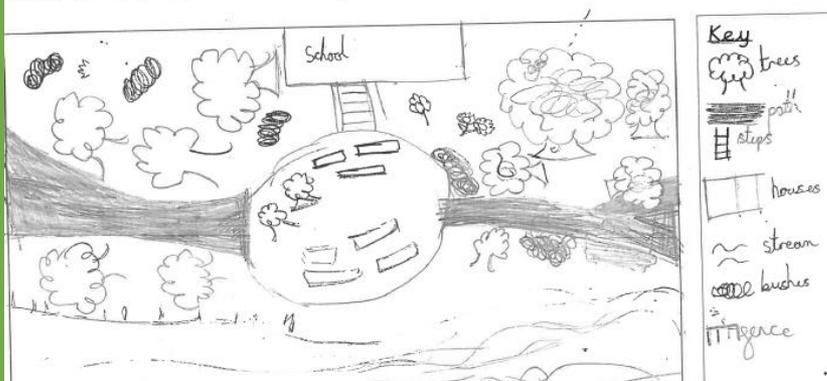
Section A2 Implementation



A2 (iv) Pupils are given frequent and repeated opportunities to: observe, collect, measure, record, analyse, communicate and reflect on geographical information in a variety of ways, including through maps, images, numerical and quantitative skills, debating and writing at length.

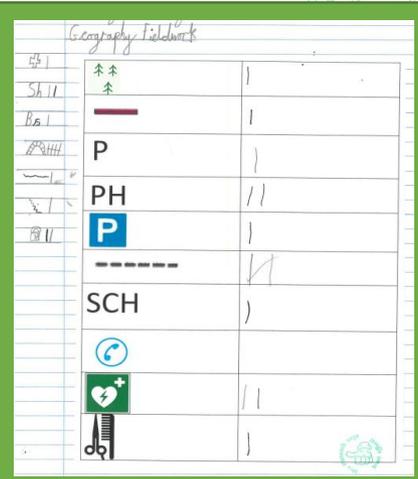
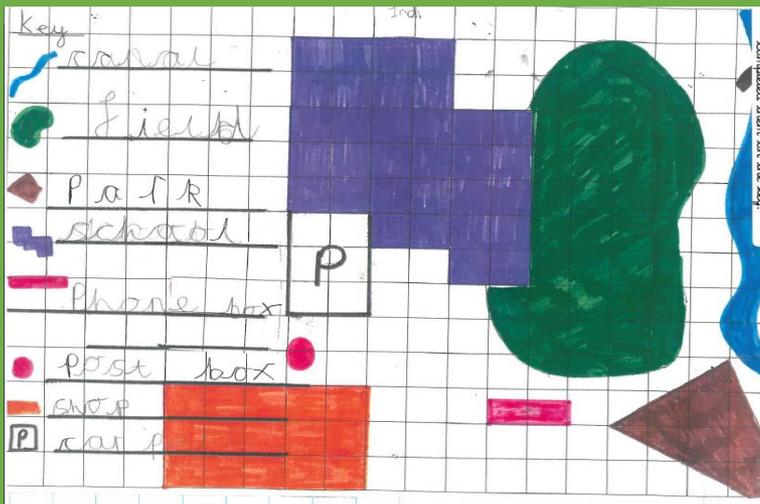
Collecting geographical information in a variety of ways

Forest School Sketch Map



Context Slip

Criteria met: e.g. A2(i)	A2(iv)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	The evidence is a selection of sketch maps and tally charts which the children have produced following a range of Geography lessons.
Why was this example chosen?	These pieces of work were chosen as they are brilliant examples of opportunities where children have been able to observe, collect, and record geographical information in their surrounding area, including the schools own 'Forest school'.
What does it show ?	The four images show the children's ability to create clearly labelled sketch maps completed with a 'Key' to demonstrate their understanding of what surrounds them.





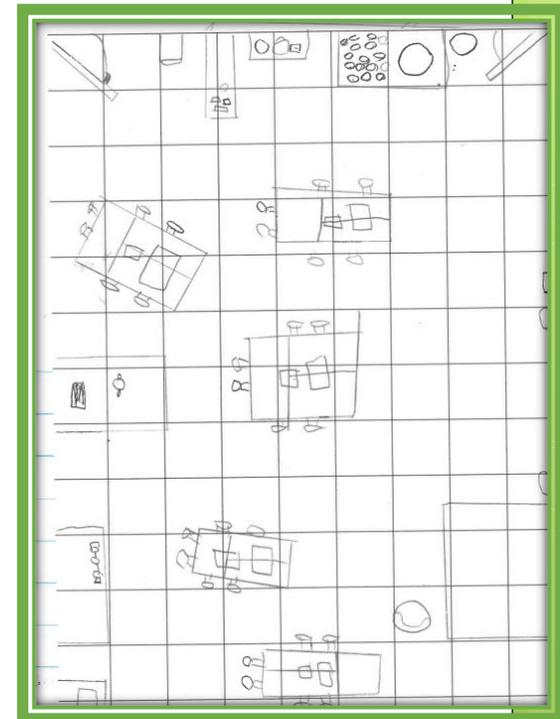
A2 (v) Assessment practices both inform teaching and check understanding, knowledge fluency and progression, offering clear, direct feedback and personalised levels of challenge related to the geography objectives and not generic literacy skills.

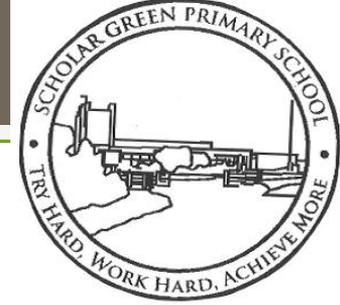
Geography Assessment

Teachers use the Geography curriculum assessment sheet for their year group as a working document. They highlight when they have covered knowledge and skills in their lessons. Once marking from the lesson is complete, they then add the children's names in the boxes below to inform future planning and assessments.

Teachers also use the end points from the progression models to make a more summative assessment at the end of a unit.

This is a year 1 end point where a child has drawn an ariel view of their classroom.

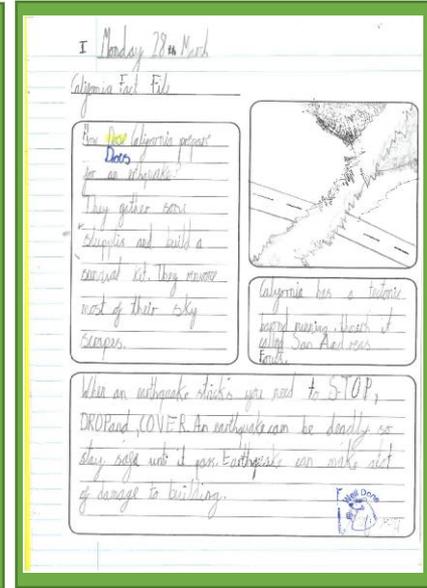
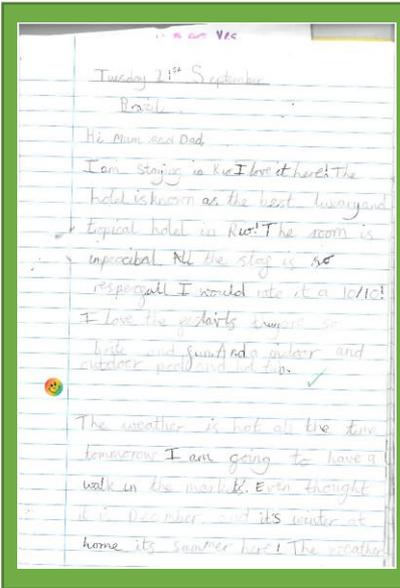
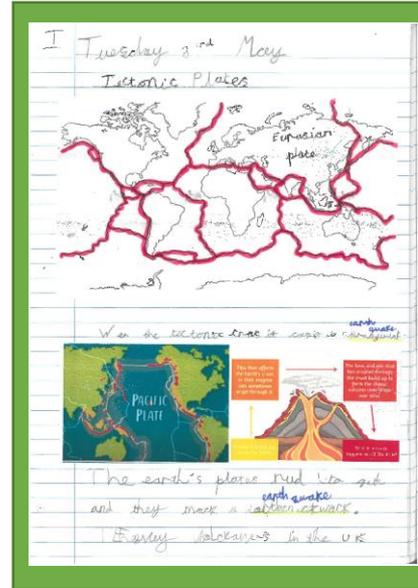
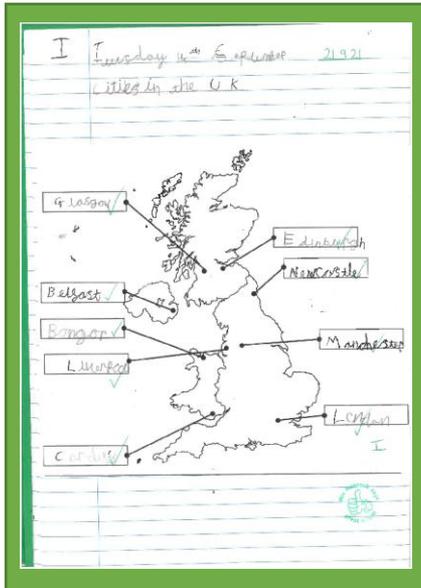




A3 (i) At Scholar Green pupils have good core knowledge, for example of places and what they are like, they are able to make senses of the way they, the others, see and connect places, people, processes and environments.

A3 (ii) At Scholar Green there is evidence of pupils employing geographical skill sets such as enquiry, mapping, graphicacy and vocabulary, often enhanced by digital technologies.

Geography subject knowledge



Context Slip

Criteria met: e.g. A2(i)	A3 (i)(ii)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	Our Geography curriculum creates progression across the year groups and develops the children's core knowledge by building on previous learning each year.
Why was this example chosen?	These examples were chosen because they demonstrate good core knowledge of the Geography curriculum across our school in different year groups.
What does it show ?	These examples show the children's understanding of the world that we live in. Starting from year 1 where the children have completed a detailed map of the UK to year 5 where the children have completed labelled maps and writing about Tectonic plates across the world.



B(i) Geography creates an effective learning environment, where teacher-pupil relationships are good and the subject is enjoyed and valued.

Geography learning environments



Children are actively involved in creating effective learning environments. After studying tectonic plates in their lessons, the children added the tectonic plate boundaries to a map on our geography wall in the corridor.

Underneath the geography display are differentiated challenges for all children making the display interactive. Children tick off when they have completed the challenge.

They also added volcanoes to the map and produced informative posters about Earthquakes.

The Geography display was introduced and promoted in an assembly held by the Geography lead at the beginning of the academic year. KS1 have their own section with a focus on the United Kingdom.





B(i) Geography creates an effective learning environment, where teacher-pupil relationships are good and the subject is enjoyed and valued.

Geography learning environments



All classes have a UK map and World map displayed in the classroom.

To enhance the children's learning Geography vocabulary is taken from the progression models and displayed in every classroom.

This is then added to each map as it is taught and frequently referenced for sticky knowledge.

As well as this, each classroom has a globe on display that is used in lessons.





B(ii) Pupils are given opportunities to develop confidence, independent enquiry and critical thinking, while working collaboratively, safely and with resilience.

Geography independent enquiry



At Scholar Green there are many opportunities evidenced throughout this power point that give our children a chance to develop critical thinking skills.

Working collaboratively and safely with resilience is often a huge part of our residential curriculum.

This photos show children demonstrating these skills at our Petty Pool residential in Chester.





B(iii) Pupil and teacher surveys are inclusive and the feedback is used appropriately.

Scholar Green voice

	Do you have Geography lessons in your class?	How do you know?	What have you been learning about?	What do you enjoy about Geography?	What would you like more of in Geography?	What would you like less of in Geography?	How could we improve Geography in our school?
Rec							

"I enjoy Geography because it teaches us about countries that I didn't even know existed"

"I would like to be able to visit more famous landmarks in the UK on school trips"

"I like learning in Forest school because we get to play in the stream"

"I think Geography is fun because we get to go on walks and trips"

"I love going to Paris with school because it is great fun and we get to try snails!"

"We have been learning about Tectonic plates in Geography"

Context Slip

Criteria met: e.g. A2(i)	B (iii)
Context: what is the evidence, what does it show and how is it hitting the key indicator?	This evidence is an example of a Geography survey that was sent out to children in our school in order to gain invaluable feedback about their opinions of Geography.
Why was this example chosen?	This example was chosen as it clearly shows a pupil survey and feedback from the children.
What does it show ?	These quotes show examples of what some of the children responded when answering the survey shown above. This feedback is then used to improve Geography teaching in our school as we consider what they would and wouldn't like to see in lessons.



C(i) Geographical knowledge promotes an open-minded, balanced and considerate world view.

Geographical knowledge



The children used Google Earth to explore the map of London when learning about the Queen's Jubilee.

Context Slip

<p>Criteria met: e.g. A2(i) Context: what is the evidence, what does it show and how is it hitting the key indicator?</p>	<p>C (i) These photos show how Geography was linked to wider learning surrounding the Queen's Jubilee.</p>
<p>Why was this example chosen?</p>	<p>This example was chosen as it shows how our children have used Geography when learning about a huge historic event, the Queen's Jubilee. They used Google maps to develop their understanding of London and the Queen, looking at landmarks such as Buckingham Palace.</p>
<p>What does it show ?</p>	<p>The evidence shows the way in which Geography was implemented throughout wider learning across the school in order to promote a balanced and considerate world view.</p>





C(ii) Contemporary and environmental geography themes are explored at a range of scales and across a variety of places empowering pupils to develop their own voice, whilst displaying respect with empathy with others standpoints.

Geography themes



1.

Here at Scholar Green all year groups have an Eco councilor making up our Eco Council which is displayed in our school entrance. (Photo 1)

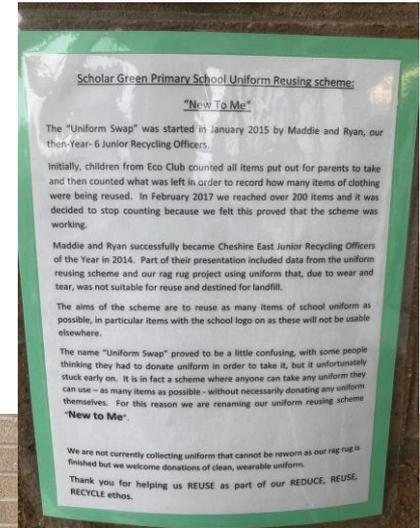
Photos 2 and 3 show two of our eco councilors promoting posters that they have made to advertise the new recycling bins that we have purchased this year.

Our Eco councilors are passionate about recycling, litter picking, saving electricity etc. (Photo 4)

Our eco councilors are also passionate about sustainability by maintaining our 'New to me' scheme which is a uniform swap. (Photo 5)

This uniform swap can be found in the main entrance of our school. (Photo 6)

5.



6.



2.



3.

4.

