


<p>Intent All classes have a Geography themed project. Within the explorer topics, children will have the opportunity to:</p> <ul style="list-style-type: none"> • Identify questions to answer and problems to solve • Recognise and reflect on the impact they can have on their environment and community • Show a commitment to justice • Communicate learning in relevant ways • Show empathy 	<p>Fritchley CofE (Aided) Primary and Nursery School</p>  <p>Geography We are Explorers</p>	<p>Implementation</p> <ul style="list-style-type: none"> - Pre- unit assessments allow for teachers to assess the knowledge of the children to adapt the lesson sequence as necessary. - Each session begins with a 'sticky knowledge' recall building within the unit. - Lessons are sequenced to embed substantive knowledge before exploring an enquiry question which is fieldwork based where possible.
<p>Curriculum Structured through a two-year rolling program for each class meeting criteria for The Statutory Framework for the Early Years Foundation Stage and The National Curriculum</p> <p>EYFS: Understanding the World: People and communities, The world and Technology.</p> <p>Key Stage 1: Where are we in the world? Local study. What would your senses detect on a Kenyan Safari? Non-European study.</p> <p>Lower Key Stage 2: Would the world be a better place if the crust was in one piece? Physical Geography: rivers, mountains, volcanoes and earthquakes. Do our decisions impact the world? South America.</p> <p>Upper Key Stage Two: Where in the world are we? Local study. Does the environment affect the way we live? European country: Norway</p>		
<p>SEND Pupils with a high level of special needs receive individual provision, set out in a personalised provision map. Their needs have been thoroughly discussed and agreed with the SENDCo.</p> <p>Generally, children in this scenario do not complete different activities but are supported to memorise and investigate with their peers.</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> - Locational knowledge - Place knowledge - Human and physical processes - Vocabulary build throughout topics and is used and applied. - Children read and use a range of maps including OS maps. - Local Study allows children to make connections with where they are and the wider world. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> - Understanding the work of explorers, geophysicists, town planners and more as appropriate to understand why geography is an essential skill needed in society. - Fieldwork is embedded to allow children to collect and evaluate data. For example, does Fritchley need a shop? - Children develop their skills in map creation using substantive knowledge as a base.
<p>Fieldwork</p> <ul style="list-style-type: none"> - Fieldwork is in each unit. - It may be completed digitally or physically depending on the topic. - It is purposeful. 	<p>Reading Each topic is linked to the English focus in each class. A wide range of fiction and non-fiction books are provided in class for children to be able to deepen their knowledge and understanding and peek their curiosity.</p>	<p>Assessment</p> <ul style="list-style-type: none"> - Each unit begins with a pre-unit assessment and lessons are developed and sequenced according to the needs of the children. - A post-unit summative assessment then concluded the unit. - Data is passed on to the next teacher to ensure any gaps are filled and teachers are aware of children exceeding expectations for their age.