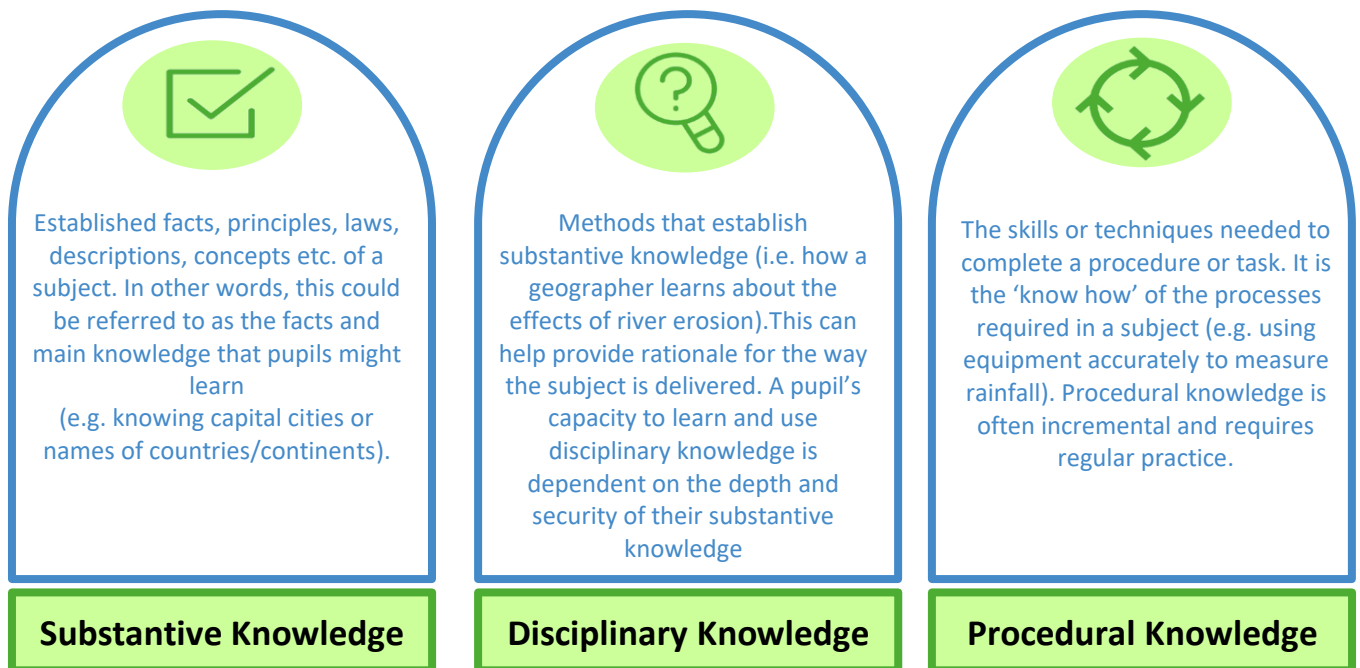


Principles of Teaching and Learning

At The Coombes CE Primary School, we ensure that our curriculum design places rich subject-specific knowledge at the heart of all learning. When planning our curriculum, we recognise that there are different types of knowledge that contribute to effective learning and the distribution and intersection of these differs between each subject.

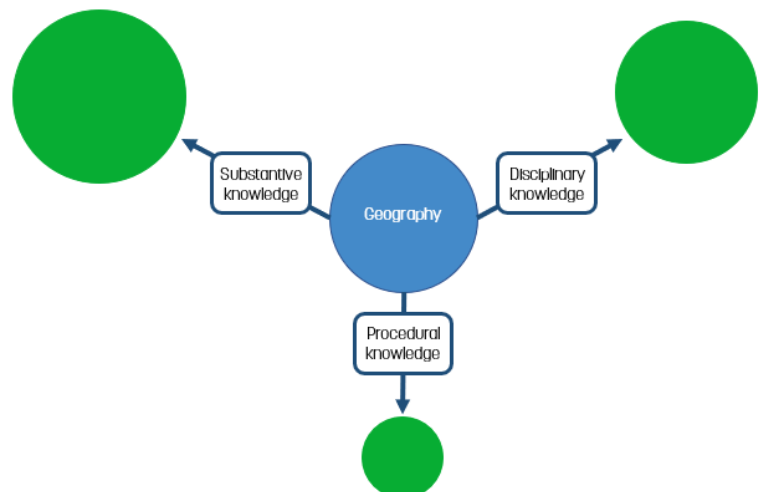
The pedagogical subject-specific approach to teaching and learning considers each knowledge type and is therefore essential in both planning and delivery, ensuring children make connections with prior learning within and across subjects, creating deeper learning experiences. Using this approach to our curriculum ensures children at The Coombes are able to confidently recall, use and apply knowledge across all subject areas, whilst also developing a love of learning and to grow and flourish in all stages of their education in our school.

The three types of knowledge



Knowledge distribution

We recognise that different subjects have different weightings of substantive, disciplinary and procedural knowledge. This infographic highlights what we consider to be the ratio of each form of knowledge within this subject:



Our Geography Vision

Geography at The Coombes Church of England Primary School engages and enthuses children to stimulate curiosity and wonder of the world. Our curriculum motivates pupils to develop an understanding of different geographical skills to develop an explanation of how the Earth's features are shaped, interconnected and change over time. Our enquiry-based approach to geography at The Coombes CE Primary School instils a deep curiosity and fascination about the diversity of places, people and cultures as well understanding the importance of care and responsibility for the quality of the natural and human environment in a changing world.

Curriculum structure

Geography units are taught using blocking, with one covered every term. At the start of each unit, teachers use retrieval practice, knowledge organisers and visual representations to revisit prior learning and ensure children make geographical connections of both skills and knowledge. Alongside a range of representations such as photographs, maps, atlases and globes, we plan and use progressive subject-specific vocabulary and aim to deepen understanding through questioning.

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression from unit to unit and year to year. In Geography, our concepts are as follows:

Locational knowledge	Place knowledge	Environmental, physical and human geography	Geographical vocabulary, skills and fieldwork
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We plan and sequence units based on the National Curriculum objectives.

Key Stage 2

Key Stage 1

Early Years Foundation Stage

Throughout EYFS, children are taught to understand what geography is in the world around them. They observe seasons and natural environments and begin to recognise both human and physical aspects of geography.

In KS1, children begin to use maps and atlases to build their knowledge of their own locality and also to develop an understanding of the United Kingdom. Children compare their locality between past and present and secure foundations of effective geographical skills, for example map reading. By the end of Key Stage 1, children start to develop their understanding of the wider world.

Throughout KS2, children build upon this knowledge to deepen their understanding of geography around the world as well as geographical processes (e.g. the water cycle). They secure their map skills by studying people and places in human and natural environments. Their growing knowledge of the world helps them to deepen their understanding of the interaction between human and physical processes and of the formation and use of landscapes and environments. By the end of Key Stage 2, children learn to identify the impact of human and physical geography on the environment across the world over time.

Early Years Foundation Stage

In Early Years Foundation Stage (EYFS), our Reception pupils begin to learn about their setting, recognising different features of their classroom and the school and learning how to create simple maps and symbols. Children then begin to learn about different places in their locality and the world, posing simple questions about the natural world through photos and real-life experience

Key Stage 1

In Key Stage 1 (KS1), pupils are taught to look at their local area considering different geographical features, learning through fieldwork experience. Children also begin to develop an understanding of what it means to live on an island, using geographical vocabulary to describe a locality. By the end of KS1, children begin to compare the geography of the UK and the wider world.

Key Stage 2

In Key Stage 2 (KS2), pupils build on their geographical fieldwork skills, as well as use and learn about processes such as the water cycle. Children use a variety of different sources to compare locations (atlas, maps, aerial photos) in the past and present, before using depth studies to learn about the wider world. Throughout, children develop their use and application of geographical vocabulary, as well as their understanding of location, process and skills.

To complement the curriculum, there are visiting workshops, themed class events and educational visits, which enhance pupils' understanding and provide varied learning experiences.

Milestones and assessment opportunities

Our milestone objectives and assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit, assessing the key geographical skills within new contexts of history.

Vocabulary

Tier 2 and Tier 3 vocabulary that is specific to each geographical skills or process is planned and delivered over each unit, building a bank of both words and knowledge items linked to their definitions, over time. This vocabulary is a core part of our knowledge organisers, and is specifically taught and referred back to.

Cross curricular links

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, Eco / Forest School and Rights Respecting Schools.

It is also important to understand how subjects can work with each other, so there are specific links to other subjects outlined in the Unit Maps.

Impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (PITA grids and Target Tracker)
- Book scrutiny
- Monitoring of lessons and planning (including from governors and external validation e.g. TKAT or WBC)
- Pupil conferencing

Supplementary support

We utilise the following support within our curriculum for this subject:

- National Geographical Society subscription
- TKAT subject network meetings

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- Connections with other curriculum areas