The Carlton & Faceby and Bilsdale CE Federation
Geography on a page

Our Curriculum Aims

- Understand and welcome diversity
- Have a love of learning with a thirst for knowledge
- Be fluent, enthusiastic readers
- Have competent (and confident) maths skills
- Be ambitious, inspired, articulate and curious
- Have opportunities to be explorers
- Be ready for the next step in their education, and later life

Geography Subject Non-Negotiables

- Long date and LO/title (can be printed onto slip/sticker)
- Knowledge retrieval at the start of the lesson (last lesson/topic/year)
- Knowledge Organiser at the start of each unit
- Recap key vocabulary

Assessment in Geography

- Formative assessment through verbal feedback in the session
- Marking in line with feedback policy
- Peer assessment
- Summative assessment at the end of a unit on Insight, judged against curriculum end points
- Assessment against objectives for the lesson/unit

SEND in Geography

- Individual needs catered for as per SEND pupil plans
- Pre-teach key words
- Revisit key vocabulary regularly in different contexts
- Use of visual cues to support written work
- Dual coding of resources, as appropriate
- Adaptive teaching to scaffold/challenge
- Alternative recording options (laptop,
- scribe etc.)
- Collaborative group/peer work

Geography and EYFS

Understanding the World – people, places and communities, past and present, the natural world

- Explore their home, school, and local environment.
- Use simple positional language, maps, and symbols.
- Compare places, environments, and people's lives.
- Recognise that people live in different places around the world.
- Observe weather, seasons, and natural and human features.
- Develop care and respect for the environment.

Federation Fab 15

- Climb Roseberry Topping
- Visit a city
- Go on a school residential

Resources

- Cornerstones Curriculum resources
- In school books and artefacts
- Loan Boxes

British Values

- **Democracy**- how to make a positive difference as responsible citizens by exploring environmental, social, and global issues, understanding the impact of human actions, and respecting different perspectives.
- **The rule of law**- consider the impact of their actions, understand the purpose of rules and laws, and explore how people and events can create positive change.
- **Individual liberty**- consider how their actions affect their community, live responsibly, and confidently share their

Learning Beyond the Classroom

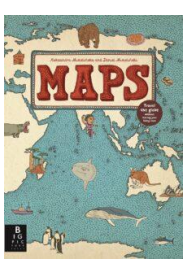
- Visits to rivers, coasts, woodlands, farms, and local landmarks.
- Local area walks and fieldwork investigations.
- Forest School
- Map-reading and orienteering activities.
- Environmental surveys and data collection.
- Exploring weather and seasonal changes through outdoor learning.
- Using the school grounds to investigate human and physical features.
- Working with visitors.

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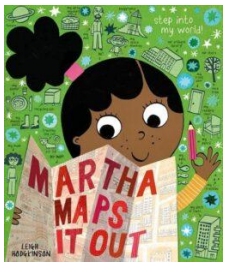
views through respectful debate and discussion.
- **Mutual respect and Tolerance** - compare their lives with those of others around the world, challenge stereotypes, respect different cultures, evaluate a range of sources, and develop empathy by exploring diverse perspectives.

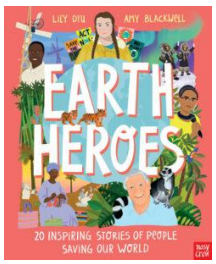
- Taking part in sustainability and environmental projects.
- Developing geographical enquiry through first-hand experiences.

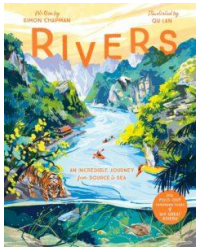
Reading in Geography

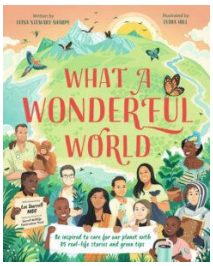


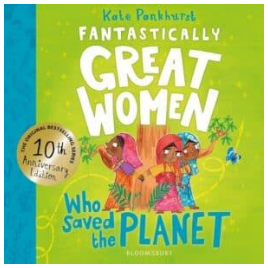


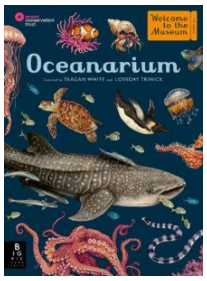


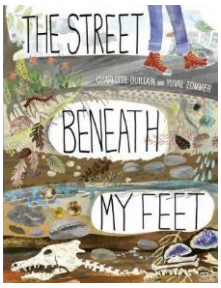


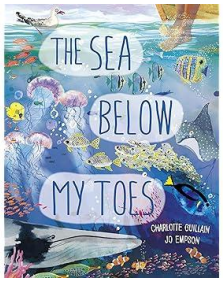












Christian Vision

At Carlton & Faceby and Bilsdale Schools we are KIND:

Kind and accepting
Independent learners
Never giving up
Determined to be our personal best

- Inspire awe and wonder in God's creation.
- Encourage respect for people, places, and cultures.
- Promote stewardship and care for the environment.
- Develop empathy, justice, and responsible citizenship.

Cultural Capital in Geography

- Develop curiosity about the local area and the wider world.
- Explore different places, cultures, and environments.
- Build map, fieldwork, and geographical enquiry skills.
- Understand local, national, and global issues, including sustainability.
- Respect diversity and challenge stereotypes.
- Recognise how people, places, and environments are connected.
- Develop the knowledge and confidence to become informed, responsible citizens