

## Geography

### INTENT – To what do we aspire for our children?

-Vision -Design -Aspirations for our curriculum

### Our Vision

**‘We are a Family of Friends who LEARN together.’**

### Our Goal

Our vision for excellence within our geography curriculum is created in line with the National Curriculum Purpose of Study and aims to provide:




- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Teaching that will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.
- A learning journey that helps pupils grow their knowledge about the world and should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Geographical knowledge, understanding and skills providing the frameworks and approaches that explain how the Earth’s features, at different scales are shaped, interconnected and change over time.

Our intention is to:

- engage, inspire, motivate, support and challenge
- ensure our learners progress academically and become more expert as they progress through the curriculum
- develop successful, informed, engaged, thoughtful, confident learners, who make a positive contribution to the community and society – both now and in the future.

### Our Values & Curriculum Drivers

**At Hove Learning Federation, geography is driven by the following values:**

	<b>Love of Learning</b>	<ul style="list-style-type: none"> <li>• Foster an enjoyment of geography and geographical enquiry, and develop children’s sense of wonder at the beauty of the world around them</li> <li>• Stimulate children’s interest in their surroundings and in the variety of physical and human characteristics in our world</li> <li>• Enjoy practical and immersive learning experiences that teach children to empathise with people from other places, cultures and climates making comparisons with their lives and the lives of others.</li> <li>• Develop children’s knowledge of places locally, nationally and globally and the ability to compare the lives of people living in these locations</li> <li>• Name, describe and compare contrasting locations and places using accurate geographical vocabulary</li> <li>• Encourage children to develop key geographical skills and engage in an enquiry approach to geography</li> </ul>
	<b>Equality, Diversity &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>• We want children to have a deep understanding of the interconnectivity between humans and their environment.</li> <li>• Support children to be proud of their immediate environment and the world around them</li> <li>• Enable children to make personal connections with their own and other communities</li> <li>• Foster a sense of identity and an increased understanding of children’s own position in their community and the world</li> <li>• Help children to learn to value their own and other people’s cultures</li> </ul>
	<b>Aiming High</b>	<ul style="list-style-type: none"> <li>• Build their answers to big questions sequentially.</li> <li>• Be reflective and analytical.</li> <li>• Evaluate the effectiveness of evidence to develop reasoned interpretations.</li> <li>• Discuss the impact/legacy that geography has had on today</li> </ul>

		<ul style="list-style-type: none"> <li>Through an enquiry based approach children are encouraged to ask questions and acquire geographical vocabulary and fieldwork skills in order to develop their knowledge of place, location, and human and physical geography.</li> <li>Inspire children to attain high standards by offering opportunities for outdoor learning and making links to the wider world around them</li> </ul>
	<b>Respect and Well-being</b>	<ul style="list-style-type: none"> <li>Increase children's sense of responsibility for the care of the Earth and its people, build upon their knowledge of other cultures and teach a respect and understanding of what it means to be a positive citizen in a multi-cultural society</li> <li>Motivate children to develop: an informed awareness about the quality of the environment, commitment to sustainable development and an appreciation of what 'global citizenship' means</li> <li>Foster empathy and respect for different perspectives and backgrounds.</li> <li>Show pride in their own and others' cultures.</li> </ul>
	<b>Nurture and Citizenship</b>	<ul style="list-style-type: none"> <li>Every child will have the opportunity to build an understanding of the world around them, the community they live in and their impact on it.</li> <li>To understand their own cultural identity.</li> <li>Develop a sense of belonging.</li> <li>Understand how wider events in geography have affected their own community on a local, national and global scale</li> </ul>

**Our Curriculum Design**  
Meet the needs of every child across the whole curriculum


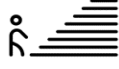






<b>Equity</b> 	<b>Inclusion</b> 	<b>Learning Behaviours</b> 	<b>Personal Development</b> 	<b>Skills</b> 	<b>Knowledge and Understanding</b> 	<b>Creative and critical thinking</b> 	<b>Cultural Capital</b> 
Equality of opportunity. All children to succeed no matter their entry point.	Every child, whatever their individual abilities or needs, is equally valued.	Attitudes and attributes for learning and life.	Equip children to become global citizens, who live happy and healthy lives and know how to achieve their goals.	Curriculum mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition.	Deep learning of the key concepts of our curriculum and the National Curriculum.	Both are nurtured. Children are challenged to question, reason and express themselves.	Is a golden thread, woven through everything we do to teach children well.

**Learning Characteristics Animals**

Underpinning Hove Learning Federation's curriculum are our learning characteristic's animals.

<b>Independence</b>	<b>Perseverance</b>	<b>Curiosity</b>	<b>Imagination</b>	<b>Co-operation</b>

## Geography Long Term Sequence Features

<b>Sequencing</b> 	<b>Small Steps</b> 	<b>Spiral</b> 	<b>Long Term Memory</b> 	<b>Making New Links</b> 	<b>Cognitive Load</b> 	<b>Key Concepts</b> 	<b>Substantive and Disciplinary Knowledge</b> 
<p>Our curriculum design deliberately sequences units of learning from EYFS to Year 6 to ensure children deepen their geographical knowledge and understanding through exposure to a progression of substantive and disciplinary knowledge</p>	<p>Learning is chunked into small steps that allow children to build knowledge and deepen understanding lesson to lesson, unit to unit and year to year.</p>	<p>The spiral design of our curriculum means children will return to key learning points and concepts. For example, in KS1 and throughout KS2, the sequence guides children develop their knowledge, skills and understanding of place knowledge, locational knowledge, human and physical knowledge and geographical skills and fieldwork.</p>	<p>The progression of knowledge in geography has been clearly mapped across each year group to ensure children will transfer new learning to long term memory. The ultimate goal is to make the learning stick!</p>	<p>The acquisition of knowledge into long term memory means that children are able to make links with new learning more easily. Our curriculum overview shows how new learning is carefully imparted over time.</p>	<p>Our long-term sequence for geography reduces cognitive load by mapping out opportunities for children to review previous years and units learning. All staff are aware of the units and lessons covered in previous years in order to refer back.</p>	<p>Children develop knowledge about key concepts in geography which allow them to develop contextual knowledge, understand the processes that give rise to key physical and human geographical features of the world, collect, analyse and communicate with a range of data, interpret a range of sources and communicate geographical information.</p>	<p><b><u>Substantive Knowledge</u></b> The subject knowledge and explicit vocabulary used to learn about the content</p> <p><b><u>Disciplinary Knowledge</u></b> The knowledge and understanding to enable children to think like a geographer.</p>

## Purpose of the Sequence Progression

Our curriculum is sequenced in line with the EYFS Statutory Framework (2021), Development Matters (2021) and the National Curriculum for Geography (2013).

### **Why do we have a long-term sequence? What is its purpose?**

- It is our intention for children to deepen their geographical knowledge and understanding over time through thoughtfully sequenced exposure to a progression of substantive and disciplinary knowledge.
- Our spiral curriculum is designed on the principles of instruction and is influenced by our understanding of how the memory works and cognitive load theory.
- Research shows that this will ensure knowledge is transferred to long term memory and making links with new learning is more accessible.

### **EYFS:**

In Early Years our children are guided through opportunities to begin to understand the world and its people, cultures and communities. To explore the natural world around them and make observations.

### **KS1:**

The sequence in KS1 guides children to develop an understanding of:

LOCATION; naming and locating the world's seven continents and five oceans, the countries, capitals and seas of the UK and comparing to a non-European country; The location of their school and their immediate environment.

PLACE; knowing and explaining the main human and physical features of London and a non-European country.

HUMAN AND PHYSICAL; use of geographical vocabulary to describe human and physical features; knowing and explaining seasonal and daily weather patterns; locating the Equator, North and South Poles; locating and name hot and cold places in the world

GEOGRAPHICAL SKILLS AND FIELDWORK; using world maps, atlases and globes; knowing and using simple compass directions; using aerial photographs and plan perspectives; making a simple map using basic symbols; knowing and explaining larger and smaller scale maps, including OS maps; using simple fieldwork and observational skills

### **In Lower KS2:**

The sequence in Lower KS2 guides children to develop an understanding of:

LOCATION; locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America; knowing and locating environmental regions, key physical and human characteristics, countries and major cities; naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features; identifying land-use patterns; identify and explain the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

PLACE; explaining what regions, counties and cities are like in the United Kingdom; explaining the similarities and differences between places across the world; knowing and explaining the similarities and differences between places that are located in different environmental regions.

HUMAN AND PHYSICAL; knowing and describing key physical geography features of topography, climate zones, vegetation belts, mountains, rivers, and the water cycle; knowing and describing key human geography features; knowing and explaining how places are shaped by human and physical features; knowing and explaining how physical features shape a place and the reason that human features are there

GEOGRAPHICAL SKILLS AND FIELDWORK; making choices when using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; skilfully using the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world; using fieldwork to observe, measure, record and present the human and physical features in the local area

### **In Upper KS2:**

The sequence in Upper KS2 guides children to develop an understanding of:

LOCATION; knowing and locating countries and cities of the world; identifying and explaining world biomes by building on prior knowledge of environmental regions; knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities

PLACE; knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America; knowing and explaining that places are shaped by their location, physical and human features; knowing and explaining why the features of places are defined by their human and physical features.

HUMAN AND PHYSICAL; knowing and describing key physical geography features and processes of climate zones, vegetation belts, earthquakes, mountains and volcanoes; knowing and describing key human geography features of types of settlement

and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

GEOGRAPHICAL SKILLS AND FIELDWORK; making choices when using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; skilfully using the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world; using fieldwork to observe, measure, record and present the human and physical features in the local area.

## HLF Long Term Plan Example

Our curriculum starts in EYFS and ends in Y6. Our long-term plans include the unit, thinking question, substantive concepts and small step, lesson by lesson progression.

Below is a section of our geography long term plan.

Unit	Bears, Bears, Bears!	Wonderful & Wild!	Heroes and Villains	Portals Through the Ages	The Roamin' Romans	Brighton Rocks!	A Great American Road Trip
AU2	Geographical Skills & Fieldwork Location Place Human and Physical features	Continents, Oceans, UK counties, capital cities and surrounding areas	Local Area Study Human and Physical Features	Map and fieldwork skills using human and physical geography	Environmental Regions	Introduce 4- and 6-Fig Grid References OS Map skills and fieldwork	Earthquakes, Mountains and Volcanoes
CQ		What does our world look like from above? What do we know about the United Kingdom?	Are all settlements the same?	Where can we see evidence of Stone Age communities in the UK?	What is the environment like where the Romans originated from?	How does Brighton and Hove compare geographically with St Ives?	What makes North America amazing?
Steps	<p>Facts about Bears Find information from non-fiction books and computers</p> <p>Children explore the similarities and differences in bears around the world</p> <p>Ask questions about bears: PandaCan!</p> <p><b>We're Going on a Bear Hunt!</b> Explore journeys and features of the environment. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Autumn Changes- Autumn walk in the park. Search for den-building materials.</p> <p><b>Dear Polar Bear-</b> Post letters to teddies. Walk to the postbox.</p>	<ol style="list-style-type: none"> <li>1) What are the 7 continents of the world?</li> <li>2) What are the 5 oceans of the world?</li> <li>3) What are the 7 continents and 5 oceans of the world?</li> <li>4) What are the four countries of the United Kingdom?</li> <li>5) What are the capital cities of the four countries of the United Kingdom?</li> <li>6) What areas surround the United Kingdom?</li> </ol>	<p>*Trip to the park</p> <ol style="list-style-type: none"> <li>1) What are human features?</li> <li>2) What are physical features?</li> <li>3) What features does our local area have? Why does our local area have these features?</li> </ol>	<ol style="list-style-type: none"> <li>1) What are the 8 points on the compass?</li> <li>2) Where are the physical and human features located in this place?</li> </ol>	<ol style="list-style-type: none"> <li>1) Where are the major Roman settlements in Britain? (HJS planning)</li> <li>2) What are the major environmental regions?</li> <li>3) What are the major environmental regions in Europe?</li> <li>4) What and where are the major environmental regions in North America?</li> <li>5) What and where are the major environmental regions in South America?</li> <li>6) How does the environment in Italy (where the Romans are from) compare with the UK? (HJS planning)</li> </ol>	<ol style="list-style-type: none"> <li>1) What are four and six figure grid references and how do we use them? (4- and 6-Fig Grid References)</li> <li>2) How can I precisely describe locations, landmarks and places as a geographer? (4- and 6-Fig Grid References)</li> <li>3) Are Brighton and St Ives villages, towns or cities? Are they rural or urban? (HJS planning)</li> <li>4) What are contour lines? (OS Map skills and fieldwork)</li> <li>5) What does the land look like in my local area? (OS Map skills and fieldwork)</li> <li>6) What is the land like in a contrasting locality? (OS Map skills and fieldwork)</li> </ol>	<ol style="list-style-type: none"> <li>7) How are mountains formed? (Earthquakes, Mountains and Volcanoes)</li> <li>8) How do volcanoes work? How are they represented on maps and different topological images? (Earthquakes, Mountains and Volcanoes)</li> <li>9) What makes Canada unique? (HJS planning)</li> <li>10) How does Costa Rica differ from the UK? (HJS planning)</li> </ol>

## HLF Subject Progression Ladders

Our Subject Leads created our Subject Progression Ladders to ensure the National Curriculum is taught step by step. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2. Breaking down the National Curriculum objectives allows our teachers to plan for progression and provide all of our learners with the small steps they need. Identifying knowledge and skill progression in this way enables our teachers to plan an ambitious and effective spiral curriculum through the key stages which results in long term learning. Subject and Year Leads use the Subject Progression Ladders to design and plan assessments and for monitoring. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2.

	Year R (People, Cultures & Communities) ELG (The Natural World) ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p><b>Nursery</b></p> <p>By the end of Reception:</p> <p><b>People, Cultures and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<p>By the end of Year 2:</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>Use simple compass directions (North, South, East, West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p>By the end of Key Stage 2, children will be taught to:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>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, and digital technologies</li> </ul>					
<b>Geographical Skills &amp; Fieldwork</b>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary (both with resources in the school learning environment and during outdoor trips to the park, to post a letter).</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Make connections between the features of their family and other families.</p> <p>Know that bears that live in different places all over the world, and in different habitats.</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (streets directly surrounding the school sites).</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (specifically the beach area).</p> <p>Begin to connect the location of Brighton and Hove as a coastal town, with its physical features as a tourist destination and harbour area.</p> <p>Begin to compare this with other places (for example, London and Jacarau in Brazil.)</p>	<p>Create a map using symbols to represent different features.</p>	<p>Use digital technology such as Google Earth to create a map of Britain to show some of the major Roman settlements</p>	<p>Create maps of locations and identify patterns such as land use, climate zones, population densities and height of land.</p>	<p>Create maps of locations displaying patterns, such as land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies.</p>
		<p>Draw information from a simple map</p> <p>Use a globe and world map to locate countries of</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key</p>	<p>Use the right geographical words to describe features and locations.</p>	<p>Use atlases, maps, globes and digital/computer mapping to locate countries and describe features.</p>	<p>Collect and analyse statistics in order to draw clear conclusions about locations.</p>	<p>Collect and analyse statistics in order to draw clear conclusions about locations</p>

## EYFS

In EYFS children’s geographical knowledge, skills and vocabulary are developed through making sense of their physical world as well as their community. In the ‘Development Matters’ guidance which informs our planning, geography is explored within the ‘Understanding the World’ area of learning. Within this, the two key strands are ‘The Natural World,’ and ‘People, Places and Communities.’ Children will build their understanding of the world through first-hand experiences of visiting different places such as a park in Autumn, local amenities and areas of the school grounds, and by meeting members of their local community, such as police officers. Having opportunities for structured story times to listen to stories, poems and non-fiction will allow children to explore the cultural and ecological diversity of the wider world. Children will receive explicit teaching of concepts and vocabulary, as well as opportunities to further develop this learning through continuous provision in the indoor and outdoor environment. Pupils will secure a strong foundational knowledge throughout the EYFS which will feed directly into learning at Key Stage 1.

## Substantive Knowledge

This is the subject knowledge and explicit vocabulary which is central to learning Geography.

## Golden Thread – 3D Curriculum Curriculum Drivers & Substantive Concept Mapping

Our curriculum drivers (see above) and our geography substantive concepts (see below) are the ‘golden thread’ running through our geography curriculum.

Children learn abstract concepts through meaningful examples and repeated encounters in different contexts across the curriculum. This explicit planning supports children to transfer their knowledge across the curriculum and use it to frame future learning.

This supports our work towards a 3D curriculum that promotes remembering. Our 3D curriculum is designed so that knowledge is built upon term by term, year by year and between topics across a variety of year groups. This enables our children to gain and retain more knowledge and understanding.

### Geography 3D Curriculum


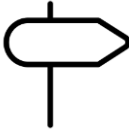


Vertical Links	Horizontal Links	Diagonal Links
<p>Concepts deliberately constructed within a subject that are encountered across year groups from EYFS to Y6 (for example, the concept of CITIZENSHIP: this is explored in EYFS celebrating their sense of belonging and cultural identity, through to Year 6 where they understand how wider events in geography have affected their own community on a local, national and global scale</p> <div style="text-align: center; margin-top: 20px;"> </div>	<p>Links between subjects, commonly known as cross-curricular, or themed (for example, TRIBE in Y2 geography Rainforests unit and in TRIBE in Y3 HISTORY Stone Age unit)</p> <div style="text-align: center; margin-top: 20px;"> </div>	<p>Concepts connected across both year groups and across subjects (for example, DATA COLLECTION and DIRECTIONAL LANGUAGE e.g. weather in Geography in KS1 and then again when studying Co-ordinates/N,SE,W in Maths in KS2)</p> <div style="text-align: center; margin-top: 20px;"> </div>



## Geography Substantive Concepts

CUSP have defined 4 substantive concepts that are the suggested vehicle to connect the substantive knowledge. We return to these across the topics within our spiral curriculum design.

**Locational knowledge - Place knowledge - Human and physical geography - Geographical skills and fieldwork**

<p style="text-align: center;"><b>Locational knowledge</b></p> 	<p style="text-align: center;"><b>Place Knowledge</b></p> 	<p style="text-align: center;"><b>Human and physical geography</b></p> 	<p style="text-align: center;"><b>Geographical skills and fieldwork</b></p> 
<p>Where a place actually is found.</p> <p style="text-align: center;"> </p> <p>It helps us describe and remember where places are.</p> <p style="text-align: center;"> </p> <p>Name and locate locations. Use absolute positioning system.</p>	<p>What a location is like.</p> <p style="text-align: center;"> </p> <p>Describes the physical and / or human geography as well as the personal and cultural experience related to that place.</p>	<p><b>HUMAN GEOGRAPHY</b></p> <p style="text-align: center;"> </p> <p>The interactions between people, places and the environment.</p> <p style="text-align: center;"> </p> <p>The built environment. Effect of migration and settlement. The effect on the landscape and environment.</p> <p><b>PHYSICAL GEOGRAPHY</b></p> <p style="text-align: center;"> </p> <p>The natural shaping of the surface of the Earth as well as the physical process that create the environment.</p> <p style="text-align: center;"> </p> <p>The natural environment. How a place is shaped naturally by physical processes. How the environment is impacted by human geography.</p>	<p>Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it.</p> <p style="text-align: center;"> </p> <p>The collecting of information about people, places and the environment.</p>



## Geography Substantive Concept Mapping & Thinking Questions

### Substantive concepts

Substantive concepts are taught through explicit vocabulary instruction as well as through the direct content and context of the study. Concepts link up through the school and are revisited in our spiral curriculum (see above).

### Thinking Questions

Each unit has its own thinking question which binds all of the lessons together. The teacher and children revisit the thinking question at the end of each lesson. As pupil knowledge develops over time, the children are able to build upon prior learning, make connections and answer the question in more depth. Each lesson has its own thinking question which will feed into the unit question.

### KS1 Thinking Questions

In KS1 the thinking question is mind mapped by the whole class in the initial lesson of a unit and then added to with each subsequent lesson so that children can see how their accumulated knowledge enables them to form an answer.

KS1 Examples	
Y1	What does our world look like from above? What do we know about the United Kingdom? Where are hot and cold areas of the world? What is a map?
Y2	Are all settlements the same? What is a rainforest? Is London the same as the city of Nairobi?






### KS2 Thinking Questions

In KS2 the thinking question is mind mapped in their books. Following teacher modelling, children can independently add to their mind-map as the unit progresses and answer the question as they choose in their end-of-unit double page spread.

KS2 Examples	
Y3	How can I navigate around my local area? What is the Geography of the United Kingdom? How can we map our local area using symbols and a key?
Y4	What is the environment like where the Romans originated from? How can we map the world? Why do we have rivers?
Y5	How can we describe the geography of Brighton? What are the biomes of the world?
Y6	How can we map our local area using symbols and a key? How can we map the world? How were trade links affected by WWII?

## Disciplinary Knowledge – Thinking as a Geographer

Disciplinary knowledge is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically. Each knowledge strip has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea. It is the skills children use when being a geographer. Within our geography curriculum, children will consider the following disciplinary themes when thinking geographically:

Place and Space  	Scale and Connection (Relationship and interdependence)  	Physical and human geography  	Environment and sustainability  	Culture and diversity (Uniqueness)  
Where is this place? What is this place like? Where do people live in this place? What is unique about this place?	How does this place connect with other places locally? How is this place connected to other places? (Physical and human)? How big is this place compared to other villages, towns and cities?	What physical features can you see in this place? What human features can you see in this place? Where and how do people live around here? Are local places similar or different?	In what ways does this place help the environment? In what ways do we recycle our waste? How does the place we live help recycling and sustainability?	Why is the place we live special to us? What physical features are special to us? What human features are special to us?






**Disciplinary Knowledge example**

**Year 2 example**

**Into the Jungle – Study a small area of a contrasting non-European country (Yanomami people. Village in a rainforest)**

**SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER**

**Geographical Enquiry**

<b>Place and Space</b>  	<b>Scale and Connection (Relationship and interdependence)</b>  	<b>Physical and human geography</b>  	<b>Environment and sustainability</b>  	<b>Culture and diversity (Uniqueness)</b>  
<p>Where is the Amazon Rainforest?            What is the rainforest like?            Where do the Yanomami people live?            What is unique about the Amazon rainforest?            Why is the Amazon Rainforest very important to us?</p>	<p>How does the Amazon rainforest connect countries in South America?            How many times would the UK fit into the Amazon Rainforest?            Why is the Amazon Rainforest very important to the world?</p>	<p>What physical features can you see in the Amazon Rainforest?            What human features can you see in the Amazon Rainforest?            How do the Yanomami live in the rainforest?            How is this different to the way we live?</p>	<p>What significant things are affecting the Amazon Rainforest?            What significant things are affecting the Yanomami people?            Why should we worry about the damage caused to the rainforests?</p>	<p>How does the way the Yanomami people live help the rainforests?            How do miners and loggers affect the rainforest and the lives of the Yanomami people?            What is unique about the Yanomami?</p>

## Local Knowledge, Enrichment & Cultural Capital

### Local knowledge and community

At HLF, we value the importance of our local community. Within our curriculum our children learn about the geography of our school and the local area and the changes that occur. We explore impact of climate change on our environment.

### Enrichment

We provide enrichment opportunities that can happen inside or outside of the school but that complement classroom instruction. The aim is for our children to try new and varied activities that help to develop character, resilience, and motivation, and that encourage our children to pursue their interests and become lifelong learners. We know that enrichment activities can empower children to develop skills, discover passions, and foster a well-rounded education.

### Cultural Capital

These are the opportunities such as trips, visits, local walks and interactions with members of our local community that our woven through our curriculum that give children the essential knowledge needed to be educated citizens that have an appreciation of how human creativity and achievement in the past has, and continues to, influence our lives.

### Visits, trips, and enrichment activities to show how children build upon their understanding of their community (Brighton and Hove)

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p><b><u>Local Area study</u></b> Visit local park to look for signs of Autumn.</p> <p><b><u>People in our community</u></b> Visits from local police, firefighters and paramedics. Visits from parents to discuss family culture, history and heritage.</p>	<p><b><u>Map skills</u></b> Mapping the school grounds</p> <p><b><u>Seasonal Changes</u></b> Visit to St Anne's Well Gardens.</p> <p>A visit to Wood's Mill Nature Reserve.</p>	<p><b><u>Local Area study</u></b> Local walk to (beach) looking at the human and physical features.</p> <p>A visit to St Anne's Well gardens.</p>	<p><b><u>KS2 Fieldwork and Map Skills</u></b> Using compasses in the school grounds.</p> <p><b><u>OS Map skills and fieldwork</u></b> Using OS maps of the local area. Visiting a local sustainable feature (the Rampion Windfarm visitor centre).</p>	<p>TBC (awaiting email from Georgia or Emily L)</p>	<p><b><u>OS Map skills and fieldwork</u></b> Fieldwork study with data collection in the local area of the school.</p>	<p><b><u>Orienteering: map and fieldwork skills</u></b> A visit to Wish Park to complete orienteering trails.</p>

## Implementation – How do we deliver the curriculum?

### The strategies and steps that we take every day to achieve our curriculum intent

#### Sequencing

Our geography curriculum is taught across each year group in units which link to our topics. This enables our children to build a depth of knowledge, acquire and practice key skills and embed vocabulary.

Each unit is strategically planned to build upon prior learning with opportunities to introduce and revisit key concepts woven throughout in order to deepen pupil understanding. An **example** of this is outlined below:

YR	Y1	Y2	Y3	Y4	Y5	Y6
We're Going on a Bear Hunt! Explore journeys and features of the environment.	Hot and cold locations	Local Area Study	OS Map skills and Fieldwork – using an OS map to identify human and physical features in the local area.	Study of the Water Cycle	Study the location of countries of the world, including biomes and environmental regions	Study Physical processes: earthquakes, mountains and volcanoes
Human and Physical features	Human and physical geography	Physical and human features	Human and physical geography	Human and physical geography	Locational knowledge	Human and physical geography

			Geographical skills and fieldwork	Geographical skills and fieldwork	Human and physical geography	Geographical skills and fieldwork
					Geographical skills and fieldwork	

### Pedagogy

#### Key Principles for Effective Teaching & Learning at Hove Learning Federation

high expectations 	quality first and adaptive teaching 	developing learning behaviours 	relationships and environment 	quality of instruction 
inspire, support and challenge 	layered modelling to ensure access for all children 	subject knowledge and mastery 	effective questioning and feedback 	making it stick' - transferring knowledge to long-term memory 

#### Key Theories & Evidence Based Research to design lessons and units

Below are the key theories and research that underpin our approach to pedagogy and guide our curriculum design. They are used to promote high quality teaching and used in staff CPD to develop strategies that ensure consistency of standards and pedagogical understanding.

<b>Sweller's cognitive load theory</b> 	<b>Rosenshine's principles of instruction</b> 	<b>Cain and Oakhill's vocabulary instruction</b> 	<b>Maslow's Hierarchy of Needs</b> 
<b>Fiorella and Mayer's generative learning practice</b> 	<b>Ebbinghaus' forgetting curve</b> 	<b>Interleaving and Spacing</b> 	<b>Bloom's Taxonomy</b> 
<b>Retrieval Practice</b> 	<b>Bruner's Spiral Curriculum</b> 	<b>Pupil Book Study</b> 	<b>Education Endowment Foundation</b> 

## Assessment

Assessment opportunities are continuous and form a key part of our teaching and learning.  
**Formative assessment** opportunities are planned in throughout our lesson model (see examples below).  
**Summative assessment** – opportunities are planned in at the end of units and the end of the year.

### Examples of in class formative assessment opportunities

deliberate practice and rephrasing of taught content 	cumulative quizzing within the learning sequence 	structured discussions in class 	retrieval and recall 	explaining and challenge partner talk 
self and peer assessment 	teacher feedback and summaries 	diagnostic questioning 	higher order thinking and exit tickets 	summarising and explaining the Big Question from the sequence 
rephrasing and thinking out loud 	key vocabulary use and application 	Professor Prove It 	Deep Diver and Submarine challenges 	lesson to lesson, unit to unit, term by term, end of year feedback & thinking questions 

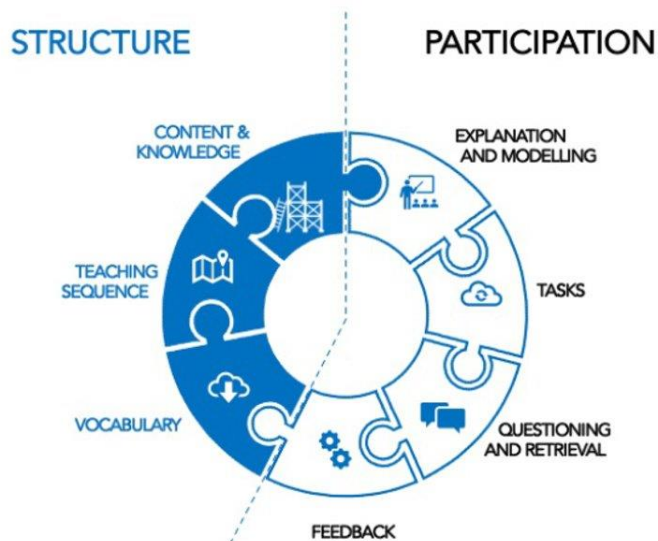
## Mapping and Planning – 7 Lenses

Alex Bedford's Pupil Book Study approach to quality assuring the curriculum helps us to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.

When evaluating our curriculum design in this way, we ask the following key questions:

- How well do our children remember the content that they have been taught?
- Do books and children discussions radiate excellence?
- Does learning 'travel' with our children and can they deliberately reuse it in more sophisticated contexts?

To ensure our monitoring is thorough and targeted, we identify what is helping and hindering by looking at structure and participation (see table below).



Pupil Book Study 7 Lenses

STRUCTURE			PARTICIPATION			
Content and Knowledge	Teaching Sequence	Vocabulary	Explanation and Modelling	Tasks	Questioning and Retrieval	Feedback

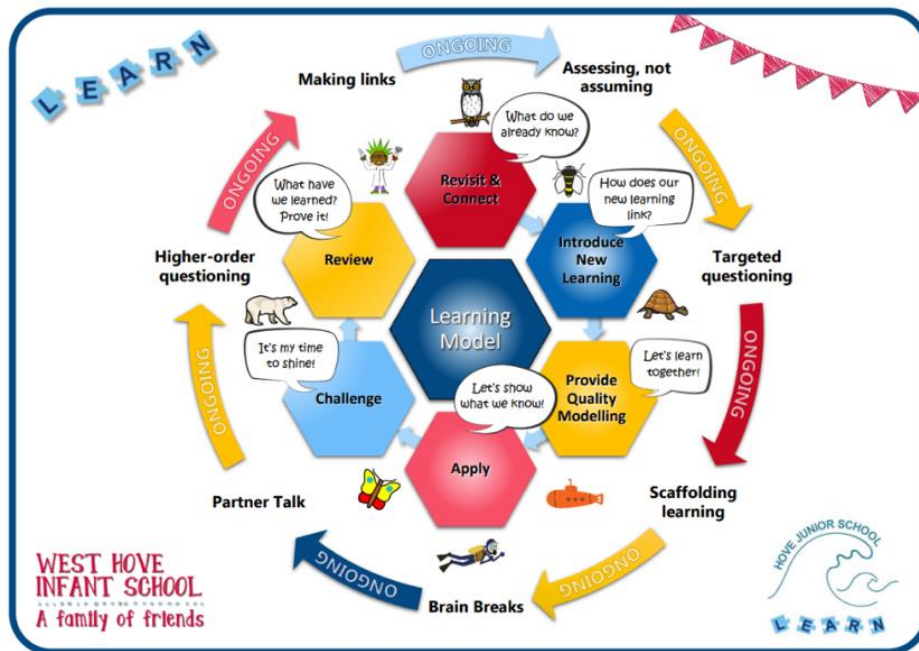
## Lesson Structure/Model

### Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

Teachers do not make assumptions about children’s understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking. Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



## Environment and Resources

We utilise a variety of high-quality images and diagrams within the teaching resources we provide for our children. These are carefully designed and dual coded to minimise cognitive overload and allow each child access to their learning in the most inclusive way. Wherever possible we use inspiring images, that can be zoomed in on to explain difficult concepts, and that spark discussion and challenge thinking. The use of all resources is modelled carefully by teachers so that every child knows how to succeed in each lesson.



## Enrichment Opportunities

Our topic lead curriculum allows us to create learning sequences in geography that ensure cultural capital and enrichment opportunities extend the curriculum offer for all pupils.

### Topics:

- begin with a stunning start (examples: Year 5 Maya Day – Topic immersion activities including learning about Maya Masks and make them)
- can include a marvellous middle (example: Year 3 trip to Rampion Windfarm during their Trash to Treasure topic and Local Walk to map litter)
- end with a fabulous finish

### These events can include:

- visits from experts
- dressing up days where children create themed accessories in class
- enjoy immersive drama activities e.g. KS2: Wild Beach School for Y3
- visits to sites of geographical significance e.g. Hove Beach, Wind Farm Visitor Centre
- trips further afield

### Where possible we develop children's skills of enquiry through the investigation of:

- real artefacts (examples: Compasses, Atlases, Ordnance Survey Maps)
- online sources (examples: Google Earth to locate places and use of GIS (Geographic Information System) to see data such as deforestation, population density and land height)
- pictures
- real life stories (example: In reception children have class country lessons based on where our families are from. – relatives are invited to come in and speak about their cultures and traditions)

## Texts and Reading Across the Geography Curriculum

We understand that improving children's reading confidence is central to the curriculum as a whole. We believe that fluency in the children's reading and their knowledge of a subject can be mutually reinforcing. We select, create and develop appropriate reading material and design activities so that reading and vocabulary building is embedded in the routines of learning.

To understand statements, questions, and full texts, we teach words and phrases as explicitly as possible. We generate our words and phrases list, introducing, teaching, and revisiting them throughout the lesson to enable our children to link ideas and make connections. We build on this knowledge and understanding by adding new vocabulary as the unit develops. This can be seen in the classroom on our learning walls and in our children's books.

Where possible we make cross-curricular links, and some of our core texts for English are linked to geography. Some examples include:

- EYFS - Martha Maps it Out, Celebrations around the World, A Superhero Like You
- Year 3 - One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia
- Year 6 - "Holes" by Louis Sachar



## Diversity and Identity across the Geography Curriculum












Through our planning and curriculum mapping, we celebrate the diversity within our community and the wider world and develop confidence in individual identity through our curriculum. We promote equality and use examples of where this has not always been the case to support learning and promote tolerance. Through our study of places around the world, the children learn about other peoples and cultures and the differing ways that people live around the world. Some examples of this include:

- EYFS – Jobs that people do in the local community (with a focus on gender and diversity)
- Y1 – The four different countries within the UK and how these inform the children’s identities
- Y2 – Comparing the London with Nairobi in Kenya; and learning about the Yanomami in the Amazon Rainforest
- Y3 – Distinctive features from the four different countries within the UK; studying Isatou Ceesay and the impact that she had on her community within N’jau, in Gambia
- Y4 - Learning about the impact that rivers have on the communities of people who live around them; and learning about how the distance from the Equator impacts on weather and climate in a location
- Y5 – Learning about global diversity through the study of biomes and environmental regions
- Y6 – Studying how people have adapted to living in areas of geographic instability (e.g. locations that lie along tectonic fault lines); and how trade links and economic factors have impacted the diversity of the UK population.

## SEND & Inclusive Learning

We adapt the curriculum to meet the needs of all our children so that everyone can access the learning, build on their prior knowledge, and understand the skills needed to become historians.

We do this by:

	-Identifying the <b>CRITICAL CORE CONTENT</b> that pupils with SEND need to know and use.
	- <b>CHUNKING</b> knowledge and knowledge notes/models in manageable sections
	-Teachers use structured <b>RESPONSIVE FRAMEWORKS</b> (including the use of stem sentences and sentence stems) to promote hard thinking
	-Teachers use structured <b>DELIBERATE PRACTICE</b> to increase attention and retention
	-Pupils with SEND are entitled to think hard. We use structured <b>CHALLENGE FRAMEWORKS</b> to promote hard thinking, drawing on the content, including explain the word connections and sequenced thinking paths
	-Dual coding (using CIP and symbols from the Noun Project) is used to pre-teach tier 2 and 3 vocabulary and is included on all lesson slides, core knowledge files and knowledge strips in Key Stage 2, and all activity sheets in Key Stage 1.
	-Higher level challenge partners and talking trios are used to ensure children with SEN and or EAL are provided with high quality talk and modelled language of geography skills.
	-Activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of geographical concepts.
	-Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.
	-Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal (EYFS)
	-EEF 5-A-Day approaches/strategies are reviewed and incorporated into our lessons 1 – explicit instruction, 2 – cognitive and metacognitive strategies, 3 – scaffolding, 4 – flexible grouping, 5 – using technology

## Knowledge Organisers

Knowledge organisers are used for each Geography unit in KS1 so that:

- Core knowledge can be conveyed in one place.
- Students and teachers can refer throughout.
- It can support questioning and retrieval.
- It can support participation.
- Key vocabulary can be highlighted.
- The split attention effect can be reduced.

### Year 1 example

**GEOGRAPHY**      **INTRODUCE**  
Location study of continents and oceans      Year \_\_\_\_ Term \_\_\_\_

There are 7 continents	There are 5 oceans
<p>A continent is very large piece of land that covers a big part of the earth.</p> <p style="font-size: 2em; text-align: center;">7</p> <p style="text-align: center;">continents</p> <ol style="list-style-type: none"> <li>1. <b>Asia</b></li> <li>2. <b>Africa</b></li> <li>3. <b>Antarctica</b></li> <li>4. <b>Australia</b></li> <li>5. <b>Europe</b></li> <li>6. <b>North America</b></li> <li>7. <b>South America</b></li> </ol> <p style="font-size: 0.8em;">The United Kingdom is in the continent of <b>Europe</b></p>	<p>An ocean is an enormous sea</p> <p style="font-size: 2em; text-align: center;">5</p> <p style="text-align: center;">oceans</p> <ol style="list-style-type: none"> <li>1. <b>Atlantic</b></li> <li>2. <b>Arctic</b></li> <li>3. <b>Indian</b></li> <li>4. <b>Pacific</b></li> <li>5. <b>Southern</b></li> </ol>

### Year 2 example

**Geography**      **INTRODUCE**  
Field and mapwork skills      Year \_\_\_\_ Term \_\_\_\_

Use **Diagrams** for school to look closely at your school and local area

This is a map (Ordnance Survey OS)      This is an **aerial** view (from the air)

North always points to the top of the **OS** map page

Compass points	Scale	Scale	Scale
	<p><b>large scale</b></p> <p>near</p> <p>zoom IN</p> <p>places, buildings and roads look <b>larger</b></p>	<p><b>small scale</b></p> <p>far away</p> <p>zoom OUT</p> <p>places, buildings and roads look <b>smaller</b></p>	<p><b>key</b></p> <p>unlock the map</p> <p>gives a map <b>reference</b></p> <p>symbols to help you read the map</p>
<p><b>buildings</b></p> <p>place of worship</p> <p>Sch</p> <p>school</p> <p>building</p> <p>Human features are built</p>	<p><b>transport</b></p> <p>railway line</p> <p>railway station</p> <p>motorway</p> <p>main road</p> <p>road</p> <p>street</p>	<p><b>physical features</b></p> <p>Broad-leaved woodland</p> <p>Coniferous woodland</p> <p>water</p> <p>(Such as a river or lake)</p>	<p><b>recreation</b></p> <p>parking</p> <p>camp site</p> <p>cycle trail</p>

## Knowledge strips

Knowledge strips are used during each KS1 and KS2 lesson to communicate key information. They are clearly articulated points of reference, showing the minimum expectation of study. You will see key knowledge and information, diagrams, dual coded vocabulary, tables and key questions.

They start with a learning question that sets children off on their learning adventure. At the end of the lesson, every child responds to the question using what they have learned so far.

Teachers make adjustments to meet the needs of their children.

### Year 1 example

What are the 7 continents of the world?  
Where are they?

	Asia
	Africa
	Antarctica
	Australia
	Europe
	North America
	South America

### Year 3 example

4. What are the physical and human landmarks of Wales and Northern Ireland?

<p><b>Human landmarks are built features</b></p>	<p><b>Physical landmarks are natural features of the land</b></p>
<b>WALES</b>	
<p>Waterfalls</p>	<p>Wales - Snowdonia</p> <p>Snowdon</p>
<p>Petre Bin Dural Chamber</p>	<p>River Severn</p> <p>River Wye</p>
<p>Severn Bridge</p>	<p>Caern Gwr</p>
<b>NORTHERN IRELAND</b>	
<p>Giant's Causeway</p>	<p>Slieve Donard</p>
<p>Begbroke zebra crossing</p>	<p>River Bann</p>
<p>Tate's museum</p>	<p>Beef and Lamb</p>




## Impact – How do we know our curriculum is effective? Evidencing the standards of Teaching and Learning

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children’s long-term memory in addition to looking for excellence in their outcomes. At HLF, we use a number of tools to quality assure the implementation and impact of our curriculum such as:

- Pupil Book Studies (Subject Reviews & Shallow Splashes)
- Subject Meetings
- Subject analysis & Action plans
- Formative and Summative Assessment
- Learning observations/drop ins (subject lead, year/phase lead and SLT)
- CPD for all staff
- Governors
- Recent successes
- Next steps

### Hove Learning Federation Impact

Children leave Hove Learning Federation as deeply knowledgeable and skilful learners who can set targets and believe in themselves to achieve them. They understand how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local and wider community and strive to be the best that they can be.




<b>Learning Behaviours</b>	 Emotional	Names and expresses emotions  Manages impulses of personal behaviour	Shows pride in successes	 Social	Focuses on learning in class  Attentive to directions, listening to the teacher	Shows empathy and appreciates diversity	 Cognitive	Organises time and space for own learning  Sets goals and monitors own progress	Talks purposefully with peers, valuing other opinions
<b>Attitudes to Learning</b>	Love of Learning and lifelong learners	Positive	Curious and Inquisitive	Independent	Able to work in teams	Motivated and Hardworking	Resilient	Proud	Ready for secondary school
<b>Quality of Education</b>	Evidence of learning	Attainment	Progress	Skills, knowledge and understanding	Personal Development	Relationships between pupils and staff	Learning atmosphere and environment	Professional Development	School Improvement

### Pupil Book Studies – Subject Reviews & Shallow Splashes

At HLF, we have created our own monitoring systems that incorporate the key principles from the Pupil Book Study (see ‘Implementation’). They are called Subject Reviews and Shallow Splashes. Through this form of monitoring, we quality assure each subject by carrying out:

- 1) Learning walks – subject teams and SLT support teaching and learning and record positives and good practice to share and inspire
- 2) Flip/PowerPoint and planning looks – to check planning & resources meet the needs of all of our learners. We check against our lesson model, Rosenshine’s Principles of Instruction and the key theories & research that underpin our teaching philosophy
- 3) Book looks - to check for incremental small steps, sequencing, task design, scaffolds, personalisation, knowledge & skill progression, vocabulary, access, support & challenge
- 4) Pupil voice – to discuss the learning and see the subject through the eyes of the child. Part of our questioning is designed to assess the impact of our lessons, that they provide enjoyment, that children can articulate their learning with key vocabulary and that learning is ‘sticking’ in the children’s long-term memory

Findings from our monitoring systems are categorised into positives and next steps. These can be specific to year group, to key stage or whole school (across the 3 sites). To ensure next steps are acted on, subject and year teams identify actions and assign responsibility. This monitoring feeds into our subject analysis and action plans (see 'Subject analysis and Action plans' below).

<p><b>Flip/PowerPoint and planning look</b></p> 	<ul style="list-style-type: none"> <li>• Planning for small steps</li> <li>• Progress and learning over time</li> <li>• Knowledge and skills based</li> <li>• Child centred, active learning</li> <li>• Consistency with the use of the HLF Learning Model across year groups and sites</li> </ul>
<p><b>Book Look</b></p> 	<ul style="list-style-type: none"> <li>• Shows progress of knowledge and skills</li> <li>• Shows development of learning and understanding</li> <li>• Demonstrates a clear sequence of learning</li> <li>• High expectations, consistency and pride in work</li> </ul>
<p><b>Pupil Voice</b></p> 	<ul style="list-style-type: none"> <li>• Use precise vocabulary</li> <li>• Show a deep understanding of the learning</li> <li>• Are enthusiastic about their learning</li> <li>• Talk through the learning sequence</li> <li>• Highlight how the learning builds lesson to lesson and unit to unit</li> </ul>

### Subject Meetings

Subject team meetings are timetabled regularly throughout the year. Time is set aside during staff meetings, INSET days and yearly meetings with SLT. The aims of these meetings are to:

- Review current practice and impact
- Set targets, identify actions, and create plans
- Discuss the latest research and evidence to ensure our subjects are up to date and plans are in place to progress
- Work towards our school key priorities
- Give time to professional development and to offer support to our teachers

### Subject analysis & Action plans

Each subject has an action plan for the academic year to monitor change and progress across a variety of objectives and goals within multiple areas (e.g. student, classroom, professional development, etc.). Using our school key priorities as a guide, our teams review and RAG their subjects throughout the year and set new targets each term. Each target is a story arc that shows how a subject leader has identified a next step, actioned it and reviewed the impact so that subject development is continuous and effective.

Each subject team uses the table below to reflect, plan, set actions, assess impact and discuss next steps.

What did you notice? (Why did you set this target?)	Action (What will you do?)	Intended Impact (What will this look like?)	Responsibility	By when	Evidence for Monitoring
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### Formative and Summative assessments

Our assessment structures are designed to ensure that our children will know more, remember more and be able to do more. A mixture of formative and summative assessments allows us to evaluate if our curriculum helps or hinders the goal of achieving persistent change in the long-term memory of our children.

#### Formative Assessment

We assess formatively throughout each lesson using our learning model (see 'Implementation' section). This tool ensures each lesson is planned and delivered to maximise assessment opportunities. Teachers use this information to support, challenge and adapt the learning.

Each subject assesses in a range of different ways (see 'Implementation' section).

#### Summative Assessment

Our curriculum is a progressive, spiral model. Teachers use deliberate summative assessment to measure if children are making progress as they journey through the curriculum. The range of summative assessment methods that teachers use build a picture of children's understanding of:

- Content and knowledge
- Use of vocabulary
- Ability to access the curriculum and thrive

All information gained from assessments are used to tailor, target and adapt future planning, teaching and learning.

## Continuous Professional Development for all Staff

*'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'* - EEF

Through each element of the monitoring process described above and assessments, subject leads know how well their subject is being taught and areas for development. As a result, staff meetings and inset days are carefully considered to provide a range of tailored CPD opportunities guaranteeing consistency of expectations and practice, and ensuring the highest quality teaching is taking place to improve pupil outcomes. The content of this CPD is then factored into year group meetings for year group teams to explore further over time.

As a school, we use a range of development methods to meet the needs of our staff. This includes:

- 1:1 using mentoring or coaching
- Guided collaborative group work
- Use of research based think pieces
- Professional modelling

## Governors

Our governors are with us on every step of our curriculum journey. They are critical friends who ask key questions, investigate patterns within the data, and support and challenge our reasoning when creating systems and devising new strategies. Subject teams are given opportunities to feedback to governors about their subject development and planned next steps. The purpose of this close relationship is to ensure governors have an in-depth understanding of what is happening in the classrooms so that they can play an active role in school development. SLT work closely with governors so that there is a shared understanding of how high quality teaching is improving pupil outcomes at Hove Learning Federation and that these successes are celebrated.