

Bilton Grange Provision Map

Subject: Geography

	EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Planning-</p> <p>What does planning look like in each key stage?</p>	<p><u>Understanding the World</u> Follow 1/2yr plan</p> <p>Planned half termly/termly themes depending on focus</p> <p>Planned on Pacer to ensure coverage for each half term</p> <p>Learning challenge planner – UW incorporated</p> <p>Planned into weekly provision through investigation area in Buttercup class when appropriate</p> <p>Linked to book/theme that week when appropriate</p>	<p>Follow 2 year rolling plan</p> <p>Follow National curriculum for mid term</p> <p>Bilton coverage checker</p>		
		<p>Blocked teaching geography topic.</p> <p>Cover all objectives over 2 year rolling plan</p>		
<p>Teaching-</p> <p>What does a typical lesson and block look like?</p>	<p>Explicit teaching where appropriate.</p> <p>Provision opportunities to explore the world around them</p> <p>Age appropriate vocabulary introduced and used</p>	<p>Class teaching</p> <p>Differentiation within lessons targeting HAPs LAPs and SEND</p> <p>All work in one book</p>		
		<p>Knowledge sentences on wall and revisited throughout lessons.</p> <p>Vocabulary displayed on learning wall.</p>	<p>Knowledge sentences on the working wall and revisited throughout lessons.</p> <p>Vocabulary displayed on learning wall. (Linked to Pie Corbett style actions for key words and concepts when appropriate)</p>	<p>Knowledge sentences on the working wall and revisited throughout lessons.</p> <p>Vocabulary displayed on learning wall</p>

<p>Assessment-</p> <p>How are children assessed (formatively/summatively) in each key stage?</p>	<p>Base line assessment on entry</p> <p>Observations and stickers provide formative ongoing assessment</p> <p>Termly assessment against age related expectations recorded onto Scholar Pack.</p> <p>End of year summative assessment against ELG</p>	<p>Pre assessment quiz before each block</p> <p>Use assessment data to target individuals and groups</p> <p>2/6/12 weeks post topic review and assessment</p>		
<p>Cross-Curricular</p> <p>What links are made between subjects?</p>	<p>EY curriculum is based on cross curricular links</p> <p>Food tasting from different countries.</p>	<p>Linked through topics</p> <p>Science -Seasons/Weather</p> <p>DT - food topic</p> <p>English</p> <p>Music – from other countries and cultues</p>	<p>History – local study (Bilton & Harrogate land use)</p> <p>Vikings – place & names</p> <p>Art – landscapes</p> <p>Music – from other countries and cultues</p>	<p>History - Roman – Europe</p> <p>Anglo Saxon - local study</p> <p>Music – from other countries and cultues</p>
<p>Extra-Curricular</p> <p>What provision is planned for each key stage?</p>	<p>Opportunities in the homework challenge.</p> <p>Class Bear goes home with diff children each week.</p>	<p>Opportunities in the homework challenge.</p>		
<p>Provision for Cultural Capital</p> <p>including Experiences (Trips/Visitors)</p>	<p>Walk around school/ to local Library – Locality</p> <p>Visit Harlow Carr</p> <p>Visit a farm - food production</p> <p>Diwali focus – India</p> <p>Chinese New Year - China</p>	<p>Locality- Walk round Bilton</p> <p>Ripley Castle</p> <p>Visit from a food chain - journey of food</p>	<p>Local walk</p> <p>Nell Bank residential usually linked to orienteering</p>	<p>Field trips – comparisons</p> <p>Grassington/Harrogate</p> <p>Danelaw</p> <p>Ripley</p> <p>Y6 residential to Kingswood</p>