

# Geography in Synergy

## All Schools



- There needs to be a world map in each classroom. In EYFS a globe.
- Pupil's identity and sense of place must be secured by knowing where's where; this supports their understanding of geographical processes. Make links to known places whenever possible. When discussing other subjects/world events/stories in any lesson, minimum expectation is to highlight the **continent, country and place**.
- There must be a minimum of at least one annual fieldwork opportunity for children to experience data collection, analysis and presentation, bringing together locational knowledge and human and physical processes.
- Utilise a range of maps - Digimap has a wide variety. Use atlases in KS2. Ensure use of a wide range of maps such as political, thematic (climate/population/time-zone), nautical, topographical, road, economic/resource and geophysical maps not just physical maps (landforms).
- When using materials not from Oddizzi or Digimap ensure that the quality is comparable. Especially if teaching another region/area. Consider why? Is it still relevant? Are my resources good enough? Do they include a range of high-quality videos, images, data etc?
- Use 'What if?' as an assessment tool. Ensure assessments are updated at the end of each unit.
- Conduct an annual pupil voice.

## Mixed Age



- When splitting the curriculum over two, three or four years, mix up the topics so that there is at least one Y1/Y2 or LKS2/UKS2 in each year taught.
- Where possible the younger age units will be taught before an older aged unit. E.g. Y1 before Y2.
- Ensure the three main strands are spread out and there is not a heavy focus of one in a year.  
**Place, Location, Geographical Processes**
- In KS1 do weather and seasons in an alternate year to when this is studied in science.

