




Curriculum Rationale Geography

INTENT	
<p>How is Geography aligned to the national curriculum?</p> 	<p>The geography curriculum at Meadow Vale begins in EYFS with the 'Understanding the World' strand and then follows the National Curriculum as a basis for its content and framework. Geography allows us to understand and explore the 'what', the 'where' and the 'how' of our world; giving us the knowledge we need to understand where, how and why events occur, their impacts on the environment and how they have then influenced people's lives in the past, the present and the potential future. Specialist materials from the Geography Association and Digimaps for Schools will form the basis of our geography curriculum, with enrichment opportunities added by teachers to supplement the needs of their cohort.</p>
<p>What are the end points for the curriculum and what knowledge and skills will children have when they leave us?</p> 	<p>Through their mastery of our geography curriculum, children will learn the location of places and regions across the globe and the key features and characteristics of these places. Through an understanding of aspects of both human and physical geography, pupils will discover how places across the globe are both similar and different and how they are changing. This will provide a foundation of knowledge that will help them understand our world. Children moving on to secondary school will have learnt to think critically, value their world and develop perspective; all key skills needed to become geographers as well as a good citizen of the world.</p>
<p>How is the curriculum sequenced from EYFS to year 6?</p> 	<p>In EYFS, children are exposed to some vocabulary through stories and discussion. In Key Stage 1, pupils begin their journey in geography with a study of the familiar – the local area. They then move outwards to study the United Kingdom and outwards again to gain an overview of the world and the continents and oceans within it. Throughout Key Stage 2, pupils develop their understanding of locations, places, processes and people, including Europe, the Americas, Africa and global geographical challenges. During each unit, learning will be revisited, drawing upon knowledge gained in previous years, as well as knowledge covered earlier in the current unit.</p>

Local Context – is there any local context that plays a role in our curriculum design?



For a proportion of our lower attaining pupils and pupils with SEND, carefully structured support and purposeful guidance is provided, where necessary, to increase their confidence and independence. Language development is a key focus. Through highlighting key geographical vocabulary, as well as a large emphasis on teacher modelling and appropriate scaffolding, pupils develop and broaden their vocabulary. Our school site, Bracknell and the surrounding area is renowned for its green, outdoor spaces, which are used to support the teaching of geography and to enable children to experience their local geography in a hands-on way.

IMPLEMENTATION

Pedagogical Approaches – what teaching approaches are taken to secure knowledge and skills?



In geography, teachers will develop children’s substantive and disciplinary knowledge. All children will be exposed to high quality maps and resources which will help to provide pupils with strong foundational knowledge that can empower and equip them with the skills to explore and understand the world around them. Guided, independent and retrieval practice, rooted in cognitive science, are used, where appropriate, to ensure children remember the key substantive knowledge and are able to use this in activities that require deeper thinking.

Teachers’ expert knowledge – how do we ensure quality first teaching?
What training, CPD, resources are available to support?



The demonstration of good subject and curriculum knowledge is a requirement in the DfE teaching standards. To this end, we seek to ensure that teachers have the required level of expert knowledge so that explanations are clear, accurate and responsive to the needs of pupils. Subject specific professional development is in place to ensure our teachers are secure in the skills and knowledge needed to deliver an effective curriculum.

Knowing and remembering more – what approaches do we use to ensure knowledge is retained? E.g. knowledge organisers, retrieval practice



Knowledge organisers set out the core knowledge and vocabulary that children are expected to recall. Opportunities for retrieval practice are included in geography lessons to ensure knowledge is transferred into long-term memory. Retrieval activities may require children to remember learning from the previous lesson, previous topic or even previous year to ensure the retrieval strength of powerful knowledge is high.

Teacher assessment – what does assessment look like?



Formative assessment is essential in the implementation of the geography curriculum to ensure that all children are developing the substantive and disciplinary knowledge needed. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed. Cumulative assessments are used within each topic to assess what learning children can recall from previous lessons within the topic.

How do we know that the end points have been achieved? What does success look like?



Children are able to articulate their learning from the lesson both verbally and in written form. They are also able to apply their learning across lessons and to other geography topics.

IMPACT

How does our assessment approach inform us of how well children are doing?



A range of evidence-based formative assessment strategies, including questioning and cumulative assessments, are used to systematically check for understanding and establish how well students are doing in making sense of the material. Live feedback techniques help all children to move forward, deepening their understanding or gaining fluency.

Pupils work – what evidence is used to demonstrate children’s learning?



Pupils’ work, in written and photographic forms, is used to demonstrate children’s learning. It informs teacher assessment and is used by the subject leader as part of the monitoring process. Children will have opportunities to ‘work like a geographer’ by: using geographical vocabulary in their speech and writing; undertaking fieldwork and comparison studies.

What feedback do pupils give and how can this be used to make changes to the curriculum?



The class teacher and, where practicable, the subject leader talks to pupils about their learning as part of the monitoring process. Examples of children’s work and knowledge organisers are used to guide discussion and provide the subject leader with the information required to measure how much of the core knowledge and vocabulary has been remembered and understood across the school.