

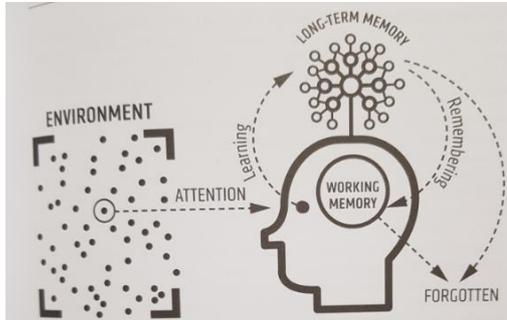


Geography Curriculum Delivery Document

<p>Intent</p>	<p>At Ash Grove, we guarantee that children are exposed to a progressive curriculum to help develop a love of learning for geography. The Geography National Curriculum and EYFS are planned for and covered in full within the EYFS, KS1 and KS2 progression grids. Whilst the EYFS and National Curriculum forms the foundation of all we teach in Geography, we drive to ensure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary through rich experiences, literature and language. Progression grids and long term plans are designed to ensure that learning is sequential and developed over time and allows children to build on prior knowledge to ensure that children know more and remember more. There is a significant focus on the development of language through teaching tier 3 subject specific vocabulary.</p> <p>Our curriculum is taught over a two-year cycle (Year A and B) and within phases (Early years, year 1/2, year 3/4 and year 5/6). Our progression grids support us to ensure that each phase is using appropriate geographical skills and building on their previous knowledge from the previous year.</p> <p>We use the Reach Curriculum at KS2 and PlanIt at KS1 to ensure full curriculum coverage and give children the best opportunity to understand geographical concepts. New geography themes are launched through a hook to engage children's interests. After the initial 'hook', children will then be immersed within this theme for the remainder of the term. Throughout the theme children will have opportunities to independently research, form opinions and be exposed to geographical resources.</p> <p>This allows the children to have ownership over the curriculum, children will use information that they have been provided with to form their own opinions and back this up from evidence and use the learning resources to understand geographical knowledge.</p>
<p>Implementation</p>	<p><u>Pedagogy:</u> To ensure that children know more and remember more we use a pedagogical approach when teaching geography. Daily review is used to develop vocabulary and quizzes are used to remind children of previous learning and activate prior learning. New information and knowledge is introduced in small steps. Questioning is used to check understanding and develops overtime to support children to make connections, give opinions and apply their historical knowledge. Models are used to support children to write in a geographical manner.</p> <p><u>Resources:</u> To ensure that the children get the best support in lessons, children have access to various resources to help them find out more. In our classrooms we have Ipads and computers (which are rotated through the different classes), children have opportunities to use these to research and factual information about their topics. Through these opportunities in the classroom children are able to explore and evaluate what it is we are teaching them.</p> <p>Children also have access to geographical texts that are in our reading corners, these are related to our topic for the term so children can read these for fun to get them interested in geography in their own time that they have to read.</p> <p><u>Delivery method:</u> Children are involved in their own learning and input is not only one way. In lessons children have chances to talk to one another about their opinions and we look and explore what the children have said to see whether they understand what it is we are teaching. Smartbooks and maps are used to express geography in a fun and exciting way.</p> <p><u>Learning walls:</u> In every classroom we use working walls which enable children to refer back to key vocabulary and knowledge all the time. These walls develop overtime with the pupils input and are used to scaffold pupils thinking. The impact of this is that the knowledge and vocabulary become embedded in pupils learning.</p> <p><u>Knowledge organisers:</u> Knowledge organisers are used within lessons for pupils to refer to in the lesson. They are used to prompt prior learning and review.</p>
<p>Impact</p>	<p>Pupil voice will show that children can talk about their geographical knowledge using the correct vocabulary. They will understand geography over time and be able to make connections between the Earth's key physical and human processes. They will also be able to talk about how maps are used and how we interpret information from a range of sources.</p>

How do we ensure that knowledge gained is transferred from working memory into long term memory?

Staff in school have based their strategies on Rosenshine's principles in action (bridging research and classroom practice):



What do our lessons look like			
<u>Introduction</u>	<u>Teaching input</u>	<u>Pupil activity</u>	<u>Ongoing assessment</u>
Daily review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

Strategies identified	What do we expect to see in our Geography lessons?
Daily review	Academic or geography vocabulary that has been taught will be modelled throughout daily review, alongside revisiting key facts through activities such as mini quizzes.
Present new materials using small steps	Short term planning activities break all material down into achievable, repeatable steps to build children's confidence, competence and retention. Geographical information is shared and remain on display to support and scaffold learning.
Ask questions	Questions help students practice new information and connect new material to their prior learning. The teacher would question children around the specific geographical knowledge and vocabulary they have been using in this and other modules. They would use questions to check children have understood and learned the key information.
Provide models	Expert teachers / peer models identified in the learning would exemplify the specific skills / knowledge required for the task. Where teachers are not confident to provide expert models, this is looked at in the regular geography subject skills audit organised by the geography leader.
Guide student practice	Successful teachers spend more time guiding students' practice of new material. It will be forgotten unless time is given for rehearsal. We revisit geographical knowledge in the three themes over and over again, allowing children lots of chance to practice. This is always guided and supported by expert teaching.
Check for student understanding	Checking understanding at each point can help students learn the material with few errors. We would expect to see tasks / skills broken down into very small chunks, with regular assessment checking from teachers throughout.
Obtain a high success rate	In geography, we would expect to see that a skill is successfully taught before moving on. For example, if teaching physical geography, we would expect that can give details where they live and what is close around them, using maps and atlases before they can give extended descriptions of the physical features of different places around the world. We take our time to achieve consistent success.
Provide scaffolds for difficult tasks	The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks. So, for example, children may progress from high levels of adult support and resourcing to them becoming more proficient to independently undertake tasks within geographical concepts. Writing in geography will be scaffolded using models and writing frames that show children how to write as a geographer.
Independent practice	Students should have the opportunity to practice regularly and independently to transfer the knowledge into their long term memory. For example, when children learn the skills of human geography, we revisit this over and over again, allowing this to practice this independent.
Weekly and Monthly Review	Students need to be involved in extensive practice in order to develop well connected and automatic knowledge. Weekly reviews can take place in geography lessons, where teachers return to knowledge learned in a previous unit, and following a period of forgetfulness the children use that knowledge again. Monthly reviews are planned in by the class teacher, where children undertake a task using knowledge from a previous unit after a month.



Geography overview

We check that we cover all aspects of the national curriculum (see below).

KS1:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Place knowledge
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- Use simple compass directions (North, South, East and 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
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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.

KS2

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify 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 knowledge

- Understand geographical similarities and differences through the study of 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

Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle



- Human geography, including: 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

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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 Geography 187
- 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.



Assessment is regular, and ongoing. It is a part of the learning process. It is not onerous and does not generate additional paperwork or workload for teachers. It is used to identify next steps for learning, to identify gaps and provide support and challenge where appropriate, ensuring the children are always prepared for their current and next stage of learning. Strategies for this are detailed in our 10 methods for moving knowledge from working to long term memory.

Collection of work: Children upload their outcomes where appropriate to the “See Saw” collection system. This enables subject leaders to review the work for each class, checking against the appropriate knowledge progression and planning documentation. In hand with pupil voice, this enables us to see how pupils are knowing more, remembering more and that knowledge is revisited on a regular basis.