



GEOGRAPHY AT High Clarence



Our geography curriculum aims to develop a curiosity, fascination and understanding about the world and its people which will equip pupils with the knowledge and skills to be responsible global citizens.



Big Ideas



- **Place** (location, terrain, population, settlement, diversity, community)
- **Environment** (climate, biomes, vegetation)
- **Physical processes** (landforms)
- **Human processes** (trade, development, sustainability, resources, economy)
- **Geographical skills** (maps, fieldwork, enquiry)



Organisation and Sequencing



- 2 half termly units a year
- Content of the National curriculum and current geographical climate

Locality studies in KS1

- Y1 study their own locality (Port Clarence) and a contrasting locality
- Y2 study a contrasting non-European locality (Cairo)

Human and physical features in KS1

- Countries, capital cities of the UK and continents of the world
- environments and biomes
- physical and human features around the world

KS2 Study of Human and Physical Processes

LKS2 volcanoes, LKS2 mountains, UKS2 rivers, UKS2 trade and world resources

KS2 Study of locality

- LKS2 Naples (volcano link), LKS2 Whitby (contrasting locality UK), UKS2 Amazon Rainforest (rivers link)

Summer Term 2

- Response to current geographical climate and application of geographical skills and knowledge



Links with other subjects



- Every lesson is a reading lesson- High quality texts chosen for English that link (where appropriate) with the Geography units
- Geography links to other subjects have been deliberately planned
- Geography- Italy and the Romans are taught in LKS2. KS1 about living Cairo before learning about the Egyptians and Rivers in UKS2
- World trade in Geography and industry in History UKS2



Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge



Assessment/Intervention



- Pupil and staff voice tells us what is working well.
- Gaps are identified through end of unit assessments, enquiries, assessment for learning in lessons and outcomes of retrieval practice.
- Rapid responsive intervention takes place in the form of pre-learning, personalised provision.
- Intervention can simply be adapted questions, scaffolds, additional/less instructions



Accessibility



Everyone has access to the Geography curriculum at the same pace.

Support is provided for those learners who require it- scaffolds are used to develop a secure understanding.

Considerations is given for learners who grasp concepts more rapidly- questions are used to deepen learning