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| **The 3 I’s** | **Geography** |
| **INTENT****(What we want pupils to learn and why – curriculum design – how and why it is sequenced the way it is)** | **Aims: what big ideas do we want OUR pupils to come out with from this subject.** | We aim for pupils in every key stage to recognise and understand their responsibilities within their local area, whilst developing an awareness of, and gaining knowledge and understanding of the world beyond their local environment. We provide an engaging and enriching curriculum that is underpinned by the four strands of the Geography national curriculum: * Locational Knowledge (location, climate, region, biomes)
* Place Knowledge (population, type of settlement, land use)
* Human and Physical Geography (landforms, weather patterns, landmarks, environmental impact of land use, facilities, economic activity)
* Geographical Skills and Fieldwork (investigations, maps, data collection, observation skills)
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| **Organisation of curriculum and sequencing:** | Geography is taught for 2 hours on a bi-weekly cycle (apart from EYFS) as to provide a thorough, progressive curriculum where pupils are provided with frequent opportunities for revisiting prior learning, recapping current learning and extending their learning thus promoting the embedding and retrieval of geographical content. Geography lessons are taught using the Grammarsaurus Geography scheme on a two year rolling cycle, apart from EYFS. To ensure sufficient coverage of each of the four strands and to build upon declarative knowledge, we have specifically designed our curriculum so that units have clear progression of skills and knowledge across the key stages, creating opportunities to reinforce learning whilst exploring new content and links (see curriculum overview).In addition to these units, we also ensure that procedural knowledge is developed by including at least 1 unit (per year) that is dedicated to developing fieldwork skills as this is an area that nationally pupils have less experience, hence less skills and knowledge in.  |
| **IMPLEMENTATION****(How the curriculum - inc. cultural capital - is taught and assessed so our children develop knowledge, skills, understanding & SHINE)** | **Teaching & adapting to learners needs:** | Adaptive practice is used throughout the academy; promoting an accessible learning environment that provides appropriate challenge to meets the needs of all our learners. This is achieved through a multitude of different techniques: * Success criteria
* Varied questioning
* Scaffolds
* Word banks
* Practical and visual resources
* Adult support
* Next steps tasks
* Challenge tasks
* Overlearning (cross-curricular)
* Collaborative learning (paired, group work)
* Adapted tasks that achieve the same learning objective

Our academy retrieval practices ensure that staff are aware of gaps in knowledge, vocabulary and skills promptly and address this by adapting their teaching sequence, x to dos, cumulative quizzes etc. |
| **What, How and When we assess learning** | Our geography curriculum provides a multitude of opportunities for progression; which are detailed on the overview for each unit as well as the vocabulary, skills and coverage documents. Teachers assess their pupils against the national curriculum expectations using both formative and summative assessment. Each lesson provides an opportunity for teachers to revisit previous learning, recap this units learning, and explore key knowledge and vocabulary for the current unit; thus informing teachers of retained geography knowledge.Our ‘KEY’ vocabulary, knowledge (facts) and questions (to retrieve facts) are detailed in The Academy’s medium-term plans and shared with pupils through their unit front covers. This enables teachers to embed learning through an ‘x to do’- this may be in a variety of different forms spider maps, low stakes quizzes, partner talk, brain dumps etc. Key curriculum knowledge is also revisited at the start of each lesson through the lesson powerpoints, key vocabulary is highlighted on the slides and cumulative presentation quizzes are used by staff to promote retention. At the end of the academic year, judgements against ARE standards are assessed and staff input individual pupil assessment data on to O’Track. In EYFS, this is recorded on an assessment grid.  |
| **How and when we make links to other subjects:** | At Thrunscoe Primary and Nursery Academy, we adopt the Grammarsaurus schemes of work for our Geography, History and Science curriculum therefore, where possible, we make explicit links to these areas by delivering units that are closely related to one another for example: Our school environment (Geography) & Local Victorian Seaside (History). We also use the units covered in the aforementioned subjects to support the planning of our reading and writing lessons, reinforcing the knowledge we have learned from our non-core subjects into our writing and revisiting this content, in a different context in reading lessons. A number of the Geography units also allow pupils to draw upon their skills learned in our weekly JIGSAW (PSHE) lessons to consider the impact of weather, climate and environmental changes upon society and our fieldwork units provide opportunities for our pupils to utilise their mathematics skills when recording and interpreting data whilst also applying their art skills when making sketches.  |
| **Cultural capital – visit / visitors / clubs** | We ensure that there is a minimum of 1 visit and/or external provider experience provided per year that encompasses the learning opportunities our pupils will be/ have been exposed to, making the content covered more meaningful. Our fieldwork units help bring our curriculum to life through ‘non-classroom’ based experiences such as generating ways to conserve bees, reduce plastic waste in the local area, discovering areas in our school grounds for plant life, exploring local woods and collecting information on different weather forms. Furthermore, our Votes for Schools assemblies cover topical news which do sometimes relate to Geographical content such as sustainability, environmental issues, place and locational knowledge.  |
| **IMPACT** **(Key impact and how we will measure and monitor)** | **Monitoring and evaluating outcomes** | A variety of monitoring is undertaken periodically through the academy year to ensure triangulated, thorough and reliable findings of our curriculum is gained: * Pupil voice
* Staff voice
* Book looks
* Lesson drop ins
* Standards data

By the time pupils leave Thrunscoe Primary and Nursery Academy, they should be equipped with a wide range of skills and knowledge that will enable them to study Geography with confidence at Key Stage 3.Expected outcomes: By the end of Nursery, pupils should know that there are different countries in the world and talk about the differences they have experienced or seen in photos.By the end of Reception, pupils should be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps and explain some similarities and differences between life in this country and life in other countries.By the end of KS1, pupils should have proficient knowledge and understanding of the Earth, their locality, the United Kingdom and a contrasting European country. They should have a basic understanding of physical and human geography allowing pupils to make simple comparisons and spot differences. Additionally, pupils should use maps, globes and aerial photographs for location identification and use simple fieldwork and observational skills to study their local environment.  By the end of KS2, pupils should have proficient knowledge and understanding of the Earth, their local area, the United Kingdom, Europe and North and South America allowing them to make more advanced geographic comparisons and differences. They should be able to discuss some of the world’s most significant human and physical features and be confident in reading, observing, measuring, recording, presenting and interpreting data from a variety of sources e,g, fieldwork, maps, digital computer mapping.  |