

Geography Curriculum Rationale



At Abbey Lane Primary School, our vision is to provide children with a Geography curriculum that inspires in pupils a curiosity and fascination about the ever-changing world that we live in. We aim for Geography teaching to be fun, meaningful and stimulating; allowing all children to become caring and compassionate about their environment, on a local and global scale. Our curriculum focuses on developing the children's knowledge of significant locations, cultures and people around the world, human and physical features and processes, whilst recognising Geography is a dynamic subject. We meet these focuses through the use of adaptive teaching, creative activities, outdoor learning and projects that foster from the children's own interest and a strong partnership with parents. We believe it is vital to promote and develop transferrable skills such as enquiry, communication, map work and collaborative working to develop lifelong learners, who appreciate that geographical skills are fundamental to many aspects of everyday life.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to the National Curriculum	The Geography curriculum at Abbey Lane begins with the EYFS framework, particularly the 'Understanding the World' strand, and then follows the National Curriculum programme of study as a basis for its content and framework, this ensures cohesion and progression. These resources ensure teachers recognise the core knowledge and vocabulary all children must master. Our curriculum nurtures children's natural curiosity allowing them to ask questions and develop the skills needed to answer them, whilst ensuring that children will learn geographical skills with some practical experiences whenever possible. Each topic will be based around a knowledge organiser that outlines the vocabulary and knowledge that all children must master.	Pedagogical Approaches	In Geography, the children will gain knowledge of different geographical concepts and deepen their understanding of how geographers investigate the world around them. We use a range of engaging ways to support the delivery of the curriculum, including; interactive resources, group work, field work experiences, questioning and making links to other areas of the Abbey Lane curriculum. Throughout lessons, teachers will model different methods to investigate and record geographical information, supported by a range of map skills.	Approach to assessment	A range of formative assessment strategies systematically check for understanding and establish how well children are doing in terms of acquiring geographical skills. Focussed assessment tasks and specific recall activities like quizzes, enable teachers and children to monitor the depth of understanding. Marking and feedback help all children to move forward; deepening their understanding or gaining fluency.
End points	Through their mastery of our Geography curriculum, children will understand the features of human and physical geography; know and find the location of places and regions; develop their place knowledge by explaining geographical similarities and differences; know and use a range of map work skills to locate countries and features; and engage in a variety of field work studies using a range of methods.	Teachers' Expert Knowledge	It is essential that teachers have the required level of expert knowledge so that explanations are clear, accurate and responsive; allowing for children's misconceptions to be anticipated and addressed as they arise. CPD meetings and feedback through the co-ordinator enables staff to share knowledge and skills. Teachers looking to improve their curriculum knowledge and delivery are signposted to reading, specialist training courses or draw on colleague expertise.	Performance Data	Teachers submit data once a unit of work is completed. Based on the substantive and disciplinary knowledge acquired during each unit, a judgement is made as to whether pupils are working within age-related expectations. At this point, any gaps are identified in their learning and this analysis provides information for future planned topics. Once each unit have been completed, teachers make judgements against critical knowledge.
Sequencing	The Geography curriculum is sequenced in order to ensure a progression of knowledge, vocabulary and skills across all phases. Children at Abbey Lane begin their journey through Geography by learning about their local area and then broaden their horizons towards the wider world, as they venture through school. We ensure that pupils make	Promoting Discussion and Understanding	Children are encouraged to ask questions about the topic they are learning about and to find the answer from their teacher, peer or source work. Effective questioning by the teacher ensures assessment of understanding. Discussion plays a vital role in geographical learning and there are many	Pupils' Work	A range of techniques support pupils' presentation of their work, including written prose, map work and diagrams. It allows children to display their acquired substantive and disciplinary knowledge. Greater independence in written work and the use of more complex geographical skills is evident in the higher year groups.

<p>Addressing Social Disadvantage</p>	<p>progress by drawing on knowledge and skills acquired in previous years and by revisiting key concepts regularly.</p> <p>We recognise that children come to us with different amounts of geographical capital (knowledge, attitudes, skills and experiences) but all children have a right to know and remember the core knowledge and vocabulary identified in our curriculum. We are committed to ensuring all children master this substantive knowledge and use regular opportunities for retrieval practice to close this gap. Activities such as trips and fieldwork studies enhance geographical capital. Support is in place for disadvantaged families to ensure equity when accessing experiences in and out of school so that all children have the opportunity to engage in these.</p>	<p>Knowing More and Remembering More</p>	<p>opportunities for natural, child-led learning in our lessons.</p> <p>Knowledge organisers highlight key knowledge and vocabulary for each topic, and their regular use ensure knowledge and vocabulary is used in learning and supports transfer into long-term memory; opportunities for retrieval practice are included in subsequent Geography lessons. Retrieval activities may require children to remember learning from the previous lesson, a previous topic or even previous year to ensure the retention of knowledge is high. Throughout all topics, there are opportunities provided for children to use learnt vocabulary to verbalise their understanding and as part of written responses, including annotation of maps and diagrams.</p>	<p>Talking to Pupils</p>	<p>The subject leaders talk to pupils about their learning as part of the monitoring process to gauge attainment and enthusiasm. Children’s books and use of knowledge organisers guide discussion and provide the subject leader with the necessary information to measure how much core knowledge and vocabulary is remembered and understood. Using this understanding, pupils are able to make wider links between Geography and other curriculum subjects. At Abbey Lane, our curriculum will be having an impact, if children have developed a desire to question and investigate geographical ideas and concepts.</p>
<p>Local Context</p>	<p>Our curriculum aims to allow children to explore their local environment and beyond to discover an understanding of geography in the real world. This can be seen through lesson experiences on our school site, such as using the woodland area; the surrounding local area and the wider Sheffield area; engaging with local providers and events where appropriate to enhance these experiences.</p>	<p>Teacher Assessment</p>	<p>Teachers use assessment for learning in order to embed knowledge throughout lessons, taking time to develop skills and ensure understanding of concepts. The use of knowledge organisers at the start of each lesson reinforce the learning of key knowledge and vocabulary. Geography books demonstrate understanding, progression and possible next steps whilst the pupils own evaluation helps to identify any gaps in understanding, skills and knowledge. Assessment grids track pupils’ progress against the expected end point for each phase.</p>		