

THE VAYNOR CURRICULUM

GEOGRAPHY ONE PAGE OVERVIEW

"Inspired to be the best that I can be!"



INTENT:



Love for Learning:

Children will develop a love for their local geography and that of the wider world. They will understand where they have come from and their place in the world. They will develop a deep understanding of diverse places, people, resources and natural and human environments.



Enquiring Minds:

Children will build strong geographical enquiry skills that will empower them to question and interpret places and environments. They will have curiosity for the world, their place in it and impact on it.



World Wise:

Children will understand and respect the world in which they live. They will know how to take care of and sustain it. They will have a fascination for the world and it's people that will remain with them for the rest of their lives.

To ensure progression throughout each year group, Geography has been mapped into topic themes. BY doing this, our children build on previous geography knowledge taught and each year they see how their knowledge relates to each topic.

CORE CONCEPTS IN GEOGRAPHY

Geographical Skills and
Field Work

Human and Physical
Geography

Place and Location
Knowledge

VAYNOR VALUES

RESPECT

HONESTY

KINDNESS

FORGIVENESS

HAPPINESS

LEARNING SUPERPOWERS



Challenge Taker

Motivation

Resilience

Independence

Confidence

Creative

Empathy

Inquisitive

IMPLEMENTATION:

Our Geography curriculum ensures knowledge and skills are progressive and sequenced to provide a framework which explains how the Earth's features at different scales are shaped, interconnected and change over time. The curriculum structure increases in challenge, prior content allows them to understand processes and interactions that explain geographical features and changes over time when presented with new content. The curriculum helps children to make sense of the world by connecting ideas and knowledge about people, locations, processes and environments. Our children are provided with opportunities to investigate and make enquiries about their local area and what makes it unique and special. They develop skills that are transferable to other curriculum areas.

How Geography is mapped across the school:

OUR BIG IDEAS

Term	EYFS	Year 1	Year 2	Year 3	Year 4
Autumn		Where do I live?	Where is the sea?	Volcanoes	Europe and WW2
Spring		Where are we in the UK?	Continents & Oceans	Rivers & Floods	Rainforests
Summer		What is a capital city?		Egypt	Settlements

Approach to Learning:

The curriculum is mapped using the core concepts. Lesson content is carefully planned towards these as progression points. Teachers avoid overloading children's working memory by breaking down concepts into smaller 'chunks'. Teachers use recall and repeated practice to help children remember. Teaching ensures 'fluency' in geographical substantive knowledge and follows a model of direct instruction, shared and modelled practice before culminating in independent practice and opportunities for application of skills. Children are provided with practical and 'hands on' experiences to gain knowledge and skills.

Approaches to Recording:

- Books used to document main learning journey
- WALTs and steps to success
- Range of recording activities including writing opportunities to demonstrate understanding
- Photographs and digital recordings.



Monitoring:



- ✓ Planning scrutinies, pupil discussions and lesson observations
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD and curriculum

IMPACT:

Geography Specific Impact Measures

Observation, questioning and discussion is used as a method of assessing pupils geographical skills and knowledge. Retrieval practice tasks are used in and across lessons to consolidate previous learning. Writing opportunities provide assessment of knowledge across the curriculum.

Tracking and Recording Assessments

We use NC school trackers half termly to input teacher judgements for each pupil. This allows us to see trends and comparisons between groupings and to tailor future provision.

