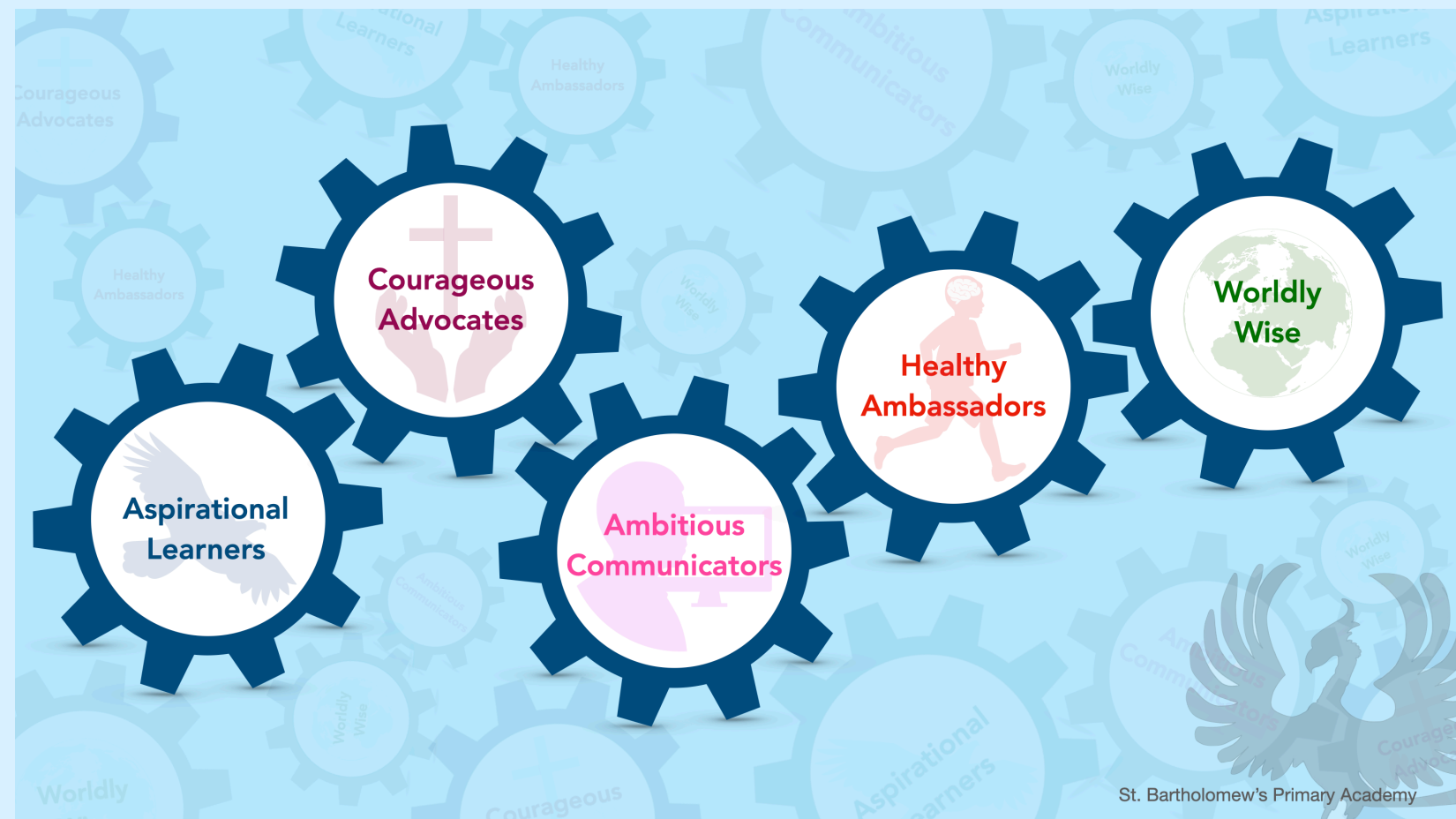


Geography Flight Path

Hand in hand we learn, we grow, we soar

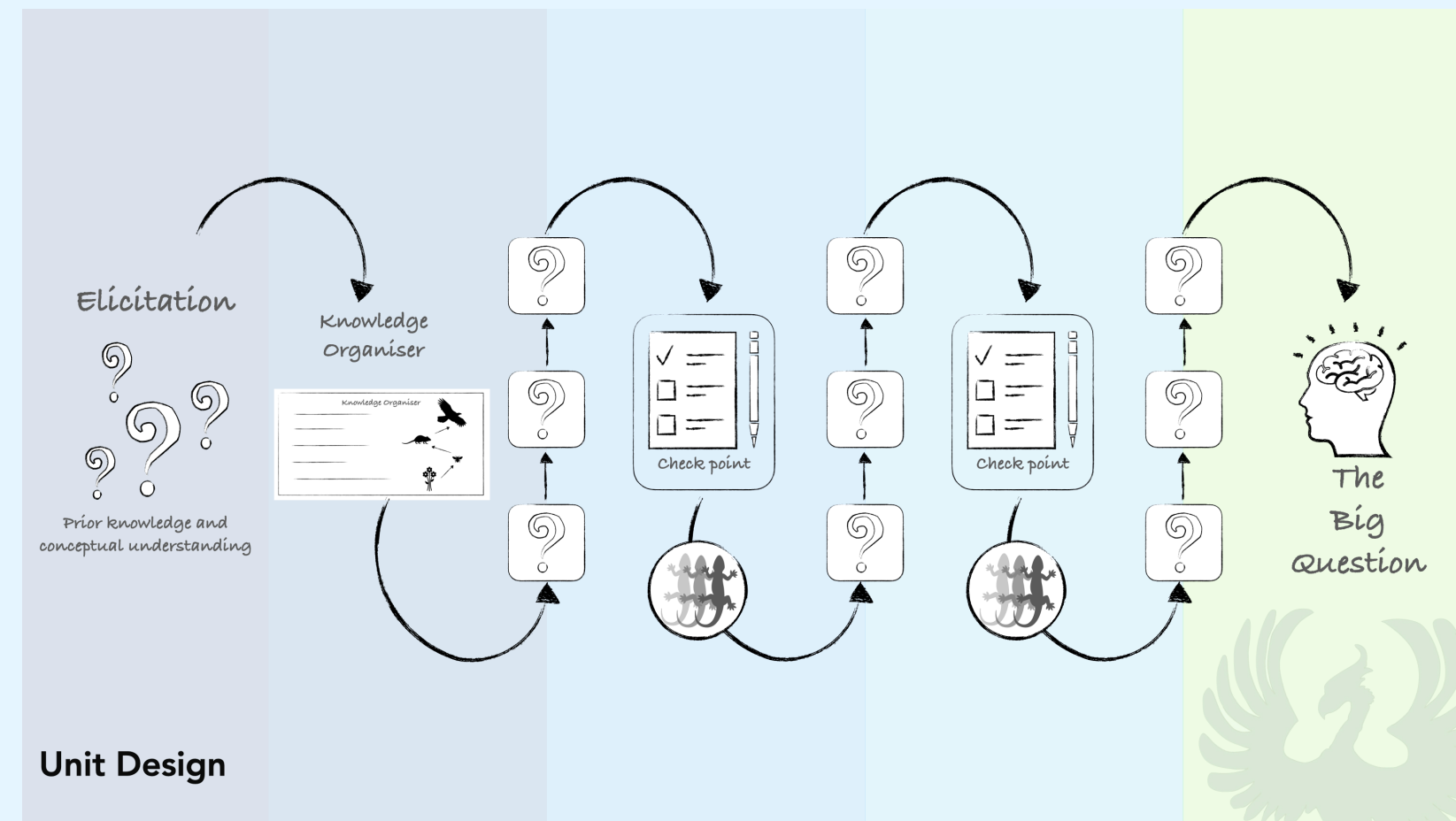


Our Curriculum Drivers



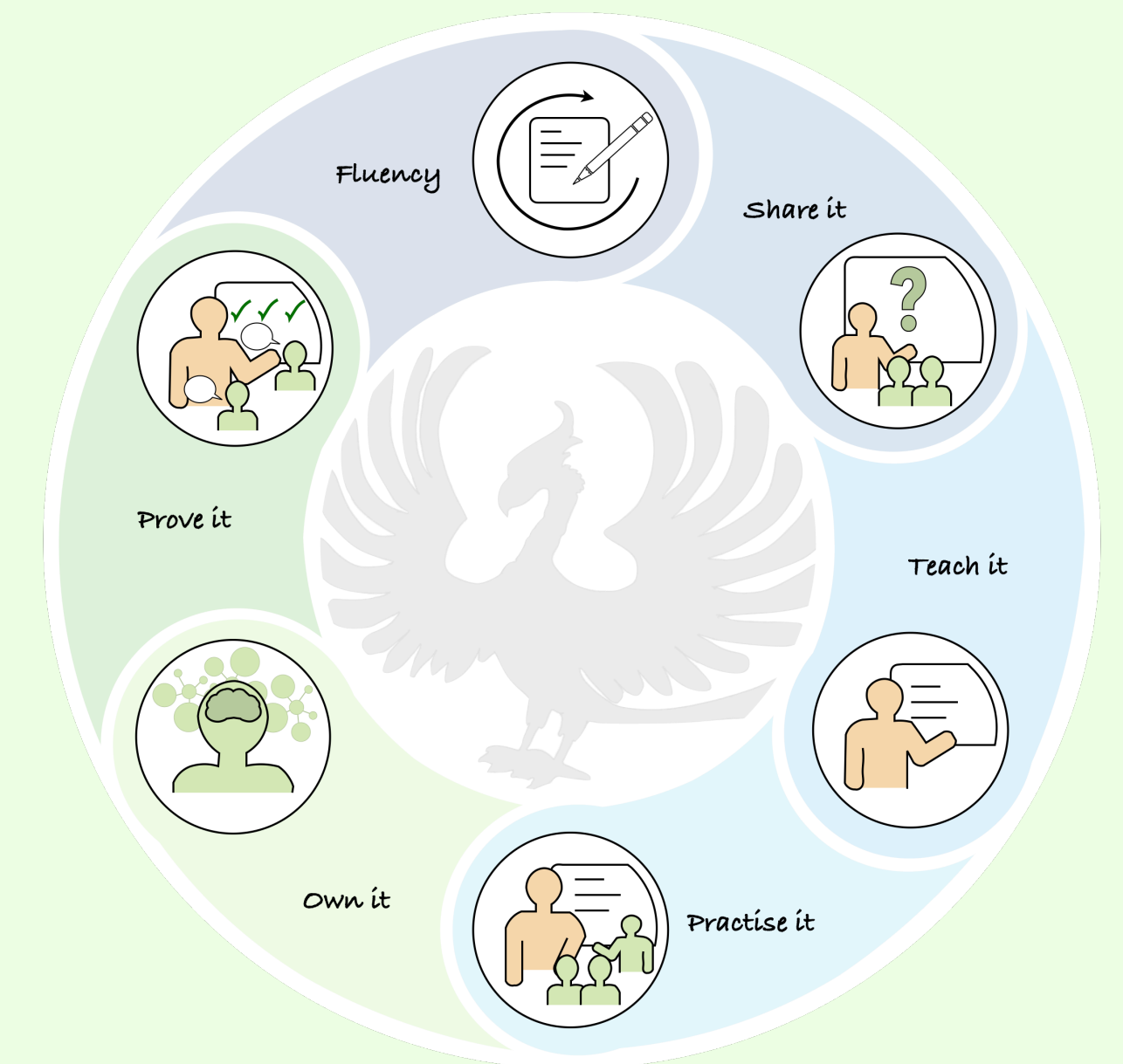
These articulate the ambition of our curriculum and how it will enable children to be confident, successful and ambitious citizens, prepared for life outside of school.

Our Unit Design



These are the principles that teachers adhere to when designing a unit of work, to ensure it builds upon prior learning and leads to secure schema.

Our Lesson Design



This is the structure we follow during lessons to reduce cognitive load and ensure all children are able to succeed.

Curriculum Intent

Our Geography curriculum is designed to inspire curiosity and fascination about the world and its people, enabling children to have an in-depth knowledge of their local, wider and global community. We will help pupils to raise and answer questions about the natural and human worlds. It will enable pupils to think critically about the impact human activity has on the natural world, cities and population amongst others. It will spark pupils' curiosity about places and people. It will promote knowledge, interest and fascination about diverse places, their differing natural geography, human environments and resources.

Implementation

We use the International Primary Curriculum to teach Geography using a topic based approach. Year groups will teach 2 to 3 Geography based topics per academic year on a tw- year following programme.

- geographical units will begin and end with a study of the world map wall wrap to locate existing knowledge and to connect with the new.
- to participate in fieldwork activities which promote geographical knowledge and understanding by bridging the divide between the classroom and the real world.
- have the opportunities to work in a supportive and collaborative learning space which foster investigative and enquiry based learning.
- to be able to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 through to KS2.
- collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes.
- use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- participate in activities which promote a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment.
- become an active citizen in local and national initiatives e.g. EcoSchools

Impact

We use a variety of strategies to evaluate the Geographical Knowledge, Understanding and Skills and that our children have gained in each unit:

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular feedback, marking and pupil voice feedback.
- subject monitoring, including book looks.
- regular low stakes knowledge assessments, using a range of creative approaches.
- cross-trust moderation to ensure secure teacher judgements.



Geographical Knowledge



Geographical Understanding



Skills and Enquiry

