

Geography

Subject Information

October 2022

Our Vision (intent)	<p>We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15.</p> <p>Our curriculum is based on a consideration of the contextual needs of our cohorts and families, our local context and government requirements, in addition to curriculum research; this has helped shape our vision and intent.</p> <p>Our curriculum is a journey and never a finished article. It is reviewed at least annually to ensure it is still meeting the needs of our children in an ever-changing world. Our aspiration for our children has been framed into our 6 golden threads which we feel our children need to be able to do to 'shine like stars' and 'live life in all its fullness'. This ensures the opportunities for these are always a focus within school, and throughout a child's journey in school. We want our children to:</p> <ul style="list-style-type: none">• Be confident communicators• Become life-long readers• Be spiritually, mentally and physically healthy• Be creative• Be curious• Understand and embrace the wider world
Curriculum Design (Intent)	<ol style="list-style-type: none">1. We always start with the child and their experiences: what they know and is familiar to them. We then move outwards until we reach the wider world and wider world views.2. We always work from knowledge acquisition to application, in carefully sequenced learning journeys which build systematically on previous learning. This ensures both an inclusive and ambitious approach for all our learners.3. We work to a four-year plan in KS2 for Science, Geography, History, Art and DT with concepts in these running over a year, rather than in terms over a series of years: This ensures that our curriculum is systematically, cohesively and robustly planned and delivered to our children in a manner in which helps them to immerse themselves in a subject for deeper learning. (This also negates the effect of the impact of changing class structures). <p>It also allows us to make pertinent links between interdisciplinary knowledge across our long-term plan to allow the children to frame their learning within a larger concept in order to help them to retain this.</p>

	<p>4. We work to a two-year plan for PSHE, RE, Computing, French and Music as these disciplines contain more age specific knowledge and skills. Computing, French and PSHE are all delivered across the federation in two-year group structures</p> <p>So that our children know more, remember more and therefore do more</p>
<p>Subject specific design</p>	<p>Clear principles for our Geography curriculum</p> <p>The study of Geography is to enable pupils to understand the interaction of human beings with their environments– at personal, local, regional, national and global scales.</p> <p>Incorporating the programmes of study from the National Curriculum, our Geography curriculum aims to:</p> <ul style="list-style-type: none"> • foster in children a curiosity and appreciation of the world around them giving them confidence in their understanding of their immediate environment as a springboard to the national and global scale. • develop an understanding of the impact of physical and human geography on the lives of individuals and communities applying this more widely as the year progresses. • develop an understanding of our cultural and industrial heritage, for example, Wensleydale Cheese, Knaresborough Castle, Seaside holidays, Mill towns of Yorkshire • promote knowledge and understanding of the rich cultural diversity of our world. • develop children’s place knowledge (countries, continents, rivers, seas, oceans, etc) along the year, scaling from local to global, as well as building their range of place knowledge year on year • master specific skills related to map-reading. • teach subject-specific vocabulary which pupils will use accurately in oral and written work • develop an understanding of thematic issues through global learning, for example, climate change, migration, land formations and the distribution of resources such as water. • develop the skills of Geographical enquiry: observe, compare and contrast, locate, reason, explain, evaluate, hypothesise, predict.
<p>Implementation Key Principles</p>	<ul style="list-style-type: none"> • Has clear rationale for mixed age classes • Focuses on the key knowledge – teaching less but better. • Is concept driven not content driven: Prioritises thinking rather than task • Uses high quality materials – fit for purpose • Employs techniques which will deliberately help children transfer learning to long term memory • Is responsive • Puts a high value on the acquisition and understanding of vocabulary • The KOs will be in books and have explicit vocabulary outlined

	For the detailed breakdown of the above please see CIP.pdf The nine principles of cognitive science – Daniel Willingham
How/When do we assess our children and their progress and attainment?	<p>Unit assessment Pre-essential learning assessment. Ongoing AFL Post essential learning assessment at the end of unit (Recorded and reported to SL)</p> <p>Annual assessment End of year assessment of the post essential learning assessment (Recorded and reported to SL)</p>
How do we ensure our children have retained this knowledge? When/how do we revisit?	<p>Sheep tracking x 1 formal revisit at the start of the next term (no recording needed) Informal/incidental sheep tracking/link-making at the start of lessons, lining up, etc. (no recording needed)</p>