

Intent: Our aim at LFADM is to provide a rich and exciting Geography curriculum, which challenges, inspires and motivates all children to be knowledgeable, curious and critical about our world and to recognise the importance of sustainable development for the future of humankind.

We aim to give all children a deep understanding of their local area and an awareness of their responsibilities to protect this and the wider environment. They will acquire critical thinking skills and an appreciation of other cultures through comparing our human and physical geography with other regions in the United Kingdom, Europe and the wider world. Through drawing and interpreting maps, children will begin to develop the skills of research, investigation, analysis and problem-solving. Wider opportunities including visits, visitors and STEM experiences will create awe and wonder, igniting their enthusiasm and belief that they can become the geographers of tomorrow. Links to our English topics and rich, varied texts in Shared Reading will ensure that children know more and remember more. At LFADM, we study geography in the spring term as a driver subject and we study key skills and knowledge discretely in the autumn term. There is then an opportunity to revisit these key skills as appropriate in the summer term.

The curriculum in geography: A more detailed overview of each project is highlighted in our subject narrative section whereby various links and building upon prior knowledge are built upon. We Cornerstones Maestro to support us in sequencing key concepts and knowledge.

Our two year mixed age overview highlights what geographical projects and content are taught when. This has been mapped out alongside curriculum experts at Cornerstones to ensure there is correct coverage of geography across all year groups. For a more in depth study of what is taught, please refer to our two year mixed age overview. We aim to encompass key aspects of substantive knowledge throughout our geography curriculum, such as: locational knowledge, place knowledge, environment physical/human knowledge and geographical skills and fieldwork. Alongside this, through our 'Innovate sequence of learning, children have opportunities to explore geography disciplinary knowledge and think like a geographer.

Focus actions for 2021/2022:

1. Ensure there is correct coverage across all year groups of geography being taught by using Cornerstone Maestro guidance as support.
2. Ensure curriculum planning is fit for purpose and has all the necessary active ingredients to cater for needs of all learners.
3. To implement a fit for purpose QA cycle to monitor the quality of LFADM's geography curriculum.

Implementation:

- There will be one main driver project in the Spring term cross every year group taught once or twice a week with one explicit key skills project taught in the Autumn term across every year group taught once a week. The summer term is used to revisit or recap key knowledge across the autumn and summer term.
- A clear pathway of knowledge and skills is mapped out to ensure the correct pitch and expectation across different year groups.
- Learning environment reflects the lesson sequence with high quality examples of children's learning shared.
- Meaningful cross curricular links to support children's application of disciplinary knowledge.
- Pupil voice surveys to evaluate, inform and develop T&L in geography.

What does our planning include?

- Do Now and retrieval.
- Lessons sequence of how this lesson fits into the bigger picture of the project.
- Knowledge organisers.
- Progression of knowledge and skills.
- Learning objective

What approaches to T&L do we use?

- Adapted Rosenshine principles which are outlined on our short term planning template.
- Quizzes
- Partner/group talk during whole class teaching.
- Outdoor opportunities e.g. fieldwork/use of allotments/forest school as part of our curriculum offer.

How do we provide feedback for children? ---

- Live marking is a strategy used by teachers and LSAs.
- Written marking in books to recap key learning point or extend learning.
- End of project quizzes to check that children have remembered.

Key resources in school:

-NC documents, Cornerstones Maestro platform, progression of skills outline, Digimap, Age appropriate atlases and ordnance survey maps.

Adapted approaches to learning:

-Teachers will have a range of scaffolded strategies to use for individual children. For example: templates to support writing

How do we evaluate the impact of T&L?

- Learning analysis to help us understand the quality of learning within the classroom and an opportunity to provide feedback throughout our Walkthrus CPD curriculum for staff.
- Monitoring planning to help us understand when progression of skills and knowledge is being taught.
- Book look to see if planning matches outcomes.
- Pupil voice to help us understand pupils' knowledge in geography and their thoughts and opinions.
- Evaluate content being covered for the next time this is taught.