

# Geography

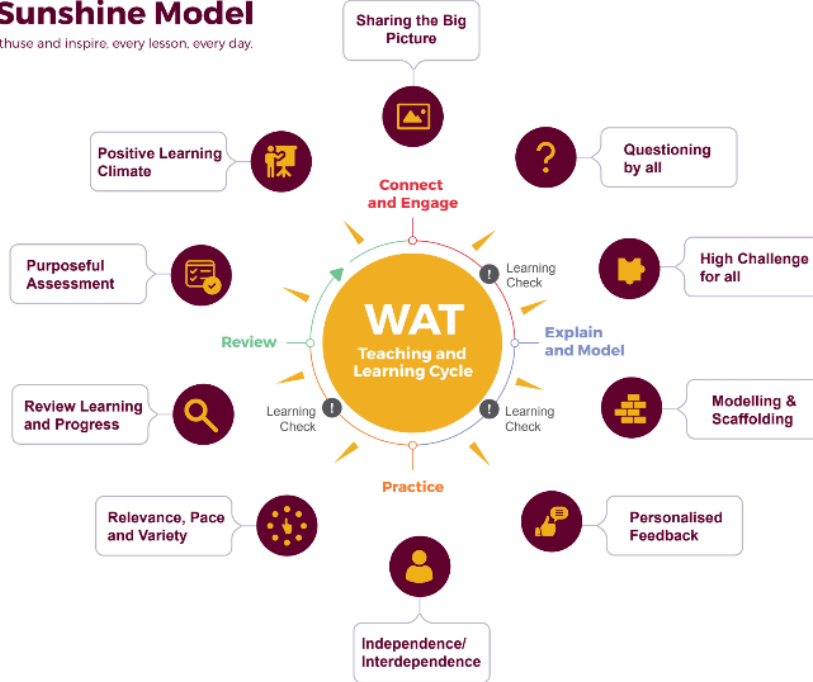
**WAT Aspire Curriculum** - Our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



## Teaching and Learning Cycle

### WAT Sunshine Model

To engage, enthuse and inspire, every lesson, every day.



## Curriculum Overview

[Geography Curriculum overview](#)

[Geography Curriculum Concept overview](#)

### EYFS

In the EYFS, geographic knowledge and skills form part of the three Prime Areas and four Specific Areas of learning and will be delivered as planned by the Early Years practitioners in line with guidance set out in the Statutory Framework for The Early Years Foundation Stage, published March 2021. The progression in Geography from EYFS to Key Stage One document above shows the knowledge and skills that pupils at the end of EYFS should have acquired and how these are built upon in Key Stage One.

### KS1 and KS2

- Geography themes are taught in line with the Geography Curriculum overview as seen above.
- The first two aims of the National Curriculum for Geography are primarily concerned with building knowledge. The final one is concerned with understanding the processes of geography and application as part of geographical fieldwork. With this in mind, we want young people to gain an increasingly mature and informed geographical perspective on their world. This takes careful planning and will involve something like the approach shown below:



## Knowledge Organisers

Knowledge organisers for each year group sets out the skills and knowledge to be developed through the unit.

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

## Geography vocabulary

Geography vocabulary is planned progressively from EYFS through to Year 6 and key vocabulary is shared on the Vocabulary Builders.

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

## Assessment

The purpose of our assessment is to give appropriately timed feedback that focuses on moving learning forward. We use both formative and summative assessment to assess pupils' understanding, knowledge and skills.

### **Formative assessment;**

These assessments take place in lessons as part of our teaching cycle. It can take many forms, such as Key Learning Tasks, multiple choice quizzes, short-answer quizzes or the use of whiteboards. They are often used in Smart Starts which frequently take the form of low-stakes retrieval quizzes. Marks from these are not collected or analysed centrally; they inform what the teacher does next. The teacher will then deliver appropriately timed feedback that focuses on moving learning forward  
eg:

- Retrieval practice
- Evaluating 'What a Good One Looks Like'.

- Modelling, explaining and whole-class learning checks
- Use of our High Challenge for All framework to support scaffolding and high expectations for all

### **Summative Assessment**

Pre block and post block assessments are carried out at the start and end of a theme to assess pupils' knowledge. Pupils' learning is also assessed at the end of a theme via our Key Assessment Tasks, these are designed so children can answer the theme which culminate

### **High Challenge for All**

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. All learners should be able to learn effectively once they know what learning looks like and are given the appropriate tools and support to make it happen.

'High Challenge for All' underpins all lessons at Tenterfields which sits alongside our Teaching and Learning cycle.

[High Challenge for All model](#)

### **SEND**

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- the use of visual prompts
- sensory audits
- task management boards to chunk tasks
- reading rulers, concentration cushions, fidget toys, sand timers
- Overlays etc.

All staff have high expectations of all pupils. By reviewing children's progress through formative, and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Tenterfields the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.

## Geography Learner Tools

Each classroom has a Learning/Working Wall. This is reflective of current learning and displays modelling, key vocabulary and examples of high quality learning.

Pupils also have access to Geography information books and equipment where necessary inc. atlases, maps, globes, thermometers, compasses etc...

