

## GEOGRAPHY CURRICULUM AT THOMAS READE

### INTENT

Thomas Reade plans and delivers a broad and balanced creative curriculum which not only meets the requirements of the national curriculum, but also promotes a love of learning for all. The range of topics and lessons help pupils acquire knowledge, understanding and skills in all aspects of Geography. The study of geography enables children to understand their immediate surroundings, the wider world and to help them to make sense of it. The subject is well planned and sequenced to include long, medium- and short-term plans and is regularly reviewed. It is fully inclusive to meet the needs of children with SEN and disadvantaged children.

### IMPLEMENTATION

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|--------|--|
| Year 1 | Local area – compared to island life       |
|        | Seasons - Weather                          |
| Year 2 | Daily Weather news – mapping – includes UK |
|        | Extreme Weather - Antarctic                |
|        | Amazon Rainforest – compared to local area |
| Year 3 | African Village                            |
|        | The British Isles                          |
| Year 4 | Our local area                             |
| Year 5 | Rivers                                     |
| Year 6 | Mountains                                  |

Wherever possible, we aim to provide a creative, cross curricular approach to give children memorable experiences designed to help them know more and remember more. These include visits, design and technology, ICT, art, numeracy, cookery, music and literacy. We ensure coverage of the National Curriculum through our programmes of study. Through a rich and stimulating learning environment we aim to provide a range of experiences from which the children can develop the relevant geographic skills, knowledge and understanding. We encourage and develop the children's interest in the wider world through first-hand experience and the complementary use of secondary sources. We aim to develop children's sense of identity, within both local and wider perspectives thus enhancing their understanding and sensitivity towards the Earth and its peoples.

### How do we help children to learn?

- Experiences
- Stimuli
- A variety of teaching styles
- Repetition
- Use of ICT
- Wide range of memorable experiences

### How do we enable children to develop geographical skills?

#### Through:

- Making, reading, interpreting maps with an increasing emphasis on accuracy
- Using and interpreting globes and atlases

- Fieldwork techniques – compass skills, use of measuring instruments, collecting and recording evidence
- Ensuring the appropriate geographical vocabulary is used
- Developing enquiry techniques – such as asking the right questions, drawing conclusions and communicate findings
- The identification of features that give a place its identity
- Interpreting secondary evidence such as aerial photographs and diagrams
- Using ICT to gain access to information and to assist in handling evidence and data
- Subject knowledge of staff

### **How are staff supported?**

- Meeting about INSET training
- Resources needed
- Professional questioning
- MTP kept in staff room
- Cascading information and knowledge down to other staff
- Book Looks/ Termly plan scrutiny to ensure all aspects of the geography curriculum are covered

### **Non-Negotiables**

- National Curriculum
- School Policy and Thomas Reade Geography Curriculum Framework
- High expectations of both behaviour and learning keeping children engaged in their learning and less disruptive
- AFL against success criteria

### **IMPACT**

#### **Longer Term Aims**

- To understand more about the topic and build on skills
- To analyse the world around them from a physical and human perspective
- To prepare for a life where they will live and work with a diverse population – helping to develop tolerant attitudes to different cultures
- Give a broad and balanced coverage of topics
- For children to know more and remember more – new experiences each year help build on their knowledge

#### **Assessment – gathering evidence from:**

- Summative assessment against National Curriculum objectives and the development of geographical knowledge and skills
- Verbal assessment through observing and questioning
- Marking books – written feedback and involving pupils in assessing their own work which helps them to increase their understanding of their own strengths and needs
- Reports at the end of the year