



Geography

Intent

The curriculum for Geography at Frogmore Infant School has been developed to ensure:

- Pupils make excellent progress in the acquisition of skills and knowledge for Geography
- Pupils are inspired to have a curiosity and fascination about the world and its people
- Pupils have the opportunity to investigate and observe at first hand features of the local environment in order to enhance their locational awareness
- Pupils explore places beyond their immediate environment, identifying similarities and differences
- Rich dialogue, subject specific vocabulary development including locational knowledge, place knowledge and human and physical geography
- Knowledge and skills are taught in a logical progression so that all pupils are able to acquire the intended skills and knowledge by the end of Key Stage 1
- Geography skills and knowledge are taught within the context of a topic theme enabling rich contexts, enrichment links with other subjects, breadth of learning, high expectations and a purpose for learning
- Pupils have the opportunities to be curious, show concentration and perseverance, self-reflect, develop independence and collaborate

Schemes of Work are written for each theme drawing upon learning objectives as detailed in our Progression of Skills and Knowledge (PoSK) for Geography alongside our KnAC model. KnAC is a model of planning which provides children with rich learning contexts based on concrete experiences. This involves practical, hand on learning in which time is invested to develop language/vocabulary, knowledge base and a sense of why this learning is important. Once children have acquired the relevant knowledge and skills they then apply these to a real life or imaginary context with a shared learning outcome. We plan opportunities across the curriculum, over time, for beautiful work to come from stages of drafting and feedback.

As a result of the impact of COVID, we have identified missed content (knowledge, skills, vocabulary and concepts). We are using a varied approach for education recovery in computing:

- Providing opportunities to experience skills and techniques in continuous play settings
- Giving children opportunities to explore and consolidate new skills
- Adjusting the curriculum to ensure pupils use a range of computing resources and programs competently

**Happy learners, great achievers.
Believe it can be done.**



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Curriculum coverage Why this?	<ul style="list-style-type: none"> • Knowledge, skills and understanding for Geography are clearly laid out for each year group in the PoSK document and ensure coverage of the National Curriculum • Schemes of Work clearly detail places, geographical skills/fieldwork and vocabulary to cover. These have been carefully selected to support progression in learning. • Timetabling for Geography enables knowledge to be built and retained over time • Schemes of Work draw upon the richness of the local area as stimuli for learning • Geography activities are planned to add to pupils' cultural capital and include theme weeks, exhibitions
Curriculum sequencing Why now?	<ul style="list-style-type: none"> • PoSK ensures that the curriculum for Geography is planned and sequenced so that new knowledge and skills build on what has been taught before and ensure pupils achieve our ambitious expectations at end of Key Stage 1 • PoSK and Schemes of Work identify small enough component steps so that all pupils can achieve our ambitious expectations at end of Key Stage 1 • Schemes of Work take account of gaps in pupils' knowledge and skills and allow sufficient time for skills to be practiced over time to ensure automaticity • Schemes of Work use diagonal sequencing to make links between subjects to support later learning
Progress Knowing more and remembering more	<ul style="list-style-type: none"> • Teaching builds up pupils' knowledge and skills in long term memory because progress is knowing more and remembering more and enables pupils to perform more complex tasks over time • Teachers make links with previous learning to support automaticity and independence • Teachers have a clear understanding of gaps in skills and knowledge for individual pupils and plan to address these • Teacher use assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/independence
Subject knowledge	The Curriculum Leader for Geography works alongside year group teams to write Schemes of Work to: <ul style="list-style-type: none"> - Ensure teachers have high levels of subject knowledge - Ensure the curriculum is sequenced effectively so that new knowledge and skills build upon what has been taught and ensure pupils achieve our ambitious expectations at end of Key Stage 1 - Provide opportunities for pupils to work at greater depth - Identify professional learning needs in Geography

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Ambition	<ul style="list-style-type: none"> The Curriculum Leader for Geography ensures that the curriculum is ambitious for all groups of pupils and removes gaps and barriers to learning through scaffolding, adaption, learning sequence including preteaching
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Implementation

Pedagogy	<ul style="list-style-type: none"> Teachers ensure that the teaching decision they take achieve the intent for Geography Teachers ensure that short term planning for Geography: <ul style="list-style-type: none"> Locates the lesson in the context of the scheme of work and the pupils' prior knowledge and understanding Ensure lesson activities focus pupils' thinking on the learning objectives to avoid overloading pupils' working memory Ensures sequencing of learning for the unit of work enables more cognitively challenging activities based on previous learning Provides effective challenge Uses outcomes from assessments to fine tune the next small stage in learning Identifies the learning objects and success criteria for the pupils Makes effective use of guided groups/modelling/scaffolding Provides opportunities for metacognitive approaches Ensures pupils have opportunities to articulate learning in their own words/writing Provides opportunities to promote and develop reading skills
Assessment	<ul style="list-style-type: none"> Teachers use non-core assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/independence Teachers use assessment to identify useful feedback and to plan/adjust subsequent learning
Learning environment	<p>The Curriculum Leader for Geography ensures that the learning environment around the school:</p> <ul style="list-style-type: none"> Demonstrates and models high expectations and standards in Geography Models the current learning journey and displays high quality examples of current learning Is used to develop/extend language and thinking and reasoning Celebrate children's learning Provides high quality and relevant resources to ensure the full curriculum for Geography can be taught

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Culture

- The Curriculum Leader for Geography ensures there is a climate of high expectations where pupils' love of Geography can flourish
- The Curriculum Leader Geography ensures a wide range of opportunities take place e.g. focus themes, Trail Blazer's Week

Impact

The Curriculum Leader for Geography evaluates the impact of the curriculum through topic reviews, moderation activities, curriculum team subject reviews, earning walks, pupil interviews, data analysis and work sampling. The Curriculum Leaders is able to:

- Demonstrate pupils reach the school's end of KS1 expectations. Where pupils are working below ARE we are able to demonstrate sustained improvement in their subject knowledge/understanding/skills in relation to their prior attainment
- Demonstrate that the planned curriculum is taught
- Discuss strengths and development needs in Geography
- Demonstrate that pupils are enthusiastic about the subject and highly motivated to learn showing curiosity, perseverance, self-reflection and independence

Recent impact analysis show a link between those pupils who are working below ARE and their acquisition of fine and gross motor skills. As a result additional support is in place for these pupils.

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