















# Geography Curriculum Rationale



At Bradway, our approach to Geography aims to develop children’s natural curiosity about our world, encourage a desire to find out more and understand our planet. Pupils will explore their world geographically by learning to ask questions, how to find geographical information, understand and read maps, explore possibilities and consequences, understand differences and similarities, think critically about global and local issues, use field skills to help support their learning and have a sound knowledge of both physical and human geography.

INTENT	IMPLEMENTATION	IMPACT
<p> <b>Alignment to National Curriculum</b></p> <p>The geography curriculum at Bradway begins in EYFS with the ‘Understanding the World’ strand and then follows the National Curriculum as a basis for its content and framework. Geography allows us to understand and explore the ‘what’, the ‘where’ and the ‘how’ of our world; giving us the knowledge we need to understand where, how and why events occur, their impacts on the environment and how they have then influenced people’s lives in the past, the present and the potential future. Ark Curriculum materials will form the basis of our geography curriculum, with enrichment opportunities added by teachers to supplement the needs of their cohort.</p> <p> <b>End Points</b></p> <p>Through their mastery of our geography curriculum, children will learn the location of places and regions across the globe and the key features and characteristics of these places. Through an understanding of aspects of both human and physical geography, pupils will discover how places across the globe are both similar and different and how they are changing. This will provide a foundation of knowledge that will help them understand our world. Children moving on to secondary school will have learnt to think critically, value their world and develop perspective; all key skills needed to become geographers as well as a good citizen of the world.</p> <p> <b>Sequencing</b></p> <p>In EYFS, children are exposed to some vocabulary through stories and discussion. In Key Stage 1, pupils begin their journey in geography with a study of the familiar – the local area. They then move outwards to study the United Kingdom and outwards again to gain an overview of the world and the continents and oceans within it. Through Key Stage 2, pupils develop their understanding of locations, places, processes and people. including Europe, the Americas, Asia and global geographical challenges. During each unit, learning will be revisited, drawing upon knowledge gained in previous years as well as knowledge covered earlier in the current unit.</p> <p> <b>Addressing Social Disadvantage</b></p> <p>All children are entitled to know and remember the core knowledge and vocabulary identified in our curriculum. We use knowledge organisers to identify this and are committed to ensuring all children master this substantive knowledge. Support is in place for disadvantaged families to ensure equity when accessing experiences in and out of school so that all children have the opportunity to engage in these.</p> <p> <b>Local Context</b></p> <p>For a proportion of our lower attaining pupils and pupils with SEND, carefully structured support and purposeful guidance is provided, where necessary, to increase their confidence and independence. Language development is a key focus. Through highlighting key geographical vocabulary, as well as a large emphasis on teacher modelling and appropriate scaffolding, pupils develop and broaden their vocabulary. Our school site, Sheffield and the surrounding area is renowned for its green, outdoor spaces, which are used to support the teaching of geography and to enable children to experience their local geography in a hands-on way.</p>	<p> <b>Pedagogical Approaches</b></p> <p>In geography, teachers will develop children’s substantive and disciplinary knowledge. All children will be exposed to high quality maps and resources which will help to provide pupils with strong foundational knowledge that can empower and equip them with the skills to explore and understand the world around them. Guided, independent and retrieval practice, rooted in cognitive science, are used, where appropriate, to ensure children remember the key substantive knowledge and are able to use this in activities that require deeper thinking.</p> <p> <b>Teachers’ Expert Knowledge</b></p> <p>The demonstration of good subject and curriculum knowledge is a requirement in the DfE teaching standards. To this end, it is expected that teachers whose curriculum knowledge is not sufficiently developed will take steps to address this gap (e.g. through reading or using the support materials supplied by Ark). It is essential that teachers have the required level of expert knowledge so that explanations are clear and accurate and responsive, and children’s misconceptions are anticipated and addressed as they arise.</p> <p> <b>Promoting Discussion and Understanding</b></p> <p>Discussion (both pupil to pupil and pupil to teacher) has an important role in the development of geographical understanding. Effective questioning by the teacher is key to allowing pupils to practise new knowledge and to help them make links between new material and prior learning. P4C is also used to develop the children’s understanding of concepts. Through these opportunities for talk and feedback, key vocabulary and core knowledge is mastered.</p> <p> <b>Knowing More and Remembering More</b></p> <p>Knowledge organisers set out the core knowledge and vocabulary that children are expected to recall. Opportunities for retrieval practice are included in geography lessons to ensure knowledge is transferred into long-term memory. Retrieval activities may require children to remember learning from the previous lesson, previous topic or even previous year to ensure the retrieval strength of powerful knowledge is high.</p> <p> <b>Teacher Assessment</b></p> <p>Formative assessment is essential in the implementation of the geography curriculum to ensure that all children are developing the substantive and disciplinary knowledge needed. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed.</p>	<p> <b>Approach to Assessment</b></p> <p>A range of evidence based formative assessment strategies including cold calling and partner talk (Rosenshine) are used to systematically check for understanding and establish how well students are doing in making sense of the material. Live feedback techniques help all children to move forward, deepening their understanding or gaining fluency.</p> <p> <b>Performance Data</b></p> <p>Specific recall activities like quizzes, are used to enable teachers and children to monitor the depth of understanding of core substantive knowledge and vocabulary and the strength of its retrieval. The sequence of lessons leads to a final, high quality piece of work, which demonstrates the children’s knowledge and their ability to apply what they have learned. This, in conjunction with formative strategies enable teachers to make judgements against National Curriculum standards.</p> <p> <b>Pupils’ Work</b></p> <p>Pupils’ work, in written and photographic forms, is used to demonstrate children’s learning. It informs teacher assessment, both formative and summative, and is used by the subject leader as part of the monitoring process. Children will have opportunities to ‘work like a geographer’ by: using geographical vocabulary in their speech and writing; undertaking fieldwork and comparison studies.</p> <p> <b>Talking to Pupils</b></p> <p>The subject leader talks to pupils about their learning as part of the monitoring process. Children’s books and knowledge organisers are used to guide discussion and provide the subject leader with the information required to measure how much of the core knowledge and vocabulary has been remembered and understood across the school.</p> <p><b>Links/References</b></p> <p>Ark Plus Curriculum Rosenshine’s Principles of Instruction Teaching Walkthrus Tom Sherrington &amp; Oliver Caviglioli</p>