



Geography Curriculum Delivery Document

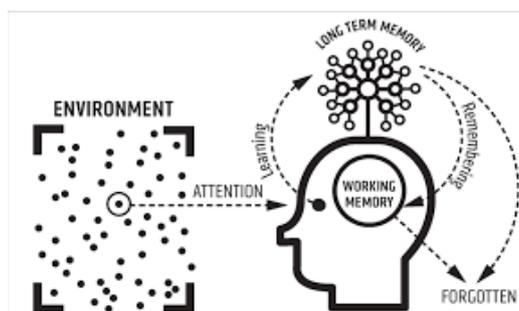
Intent	<p>At Gawthorpe, children are exposed to a progressive curriculum which encourages a love of geographical learning and an understanding of the wider world. The Geography National Curriculum and EYFS are planned for and covered in full within the EYFS, KS1 and KS2 progression grids. On top of this, we aim to ensure that children learn additional skills, knowledge and understanding and we enhance our curriculum as and when necessary through rich experiences and vocabulary. Our Geography curriculum encourages children to generate and answer geographical questions, locate places, identify geographical similarities and differences, carry out field work, explain geographical processes and impacts and to understand different cultures.</p> <p>Progression grids and long-term plans are designed to ensure that learning is sequential and developed over time and allows children to build on prior knowledge to ensure that children know more and remember more. There is a significant focus on the development of vocabulary through teaching tier 3 subject specific vocabulary.</p> <p>Our progression grids support staff to ensure that each year group is using appropriate geographical skills and vocabulary and building on their previous knowledge from the previous year.</p> <p>The Learning Challenge Curriculum drives our Geography curriculum at KS2 and at KS1 to ensure full curriculum coverage and give children the best opportunity to understand geographical concepts.</p>
Implementation	<p>We strive to ensure that children know more and remember more. Children are given the opportunities to revisit learning at the start of each lesson; daily review is used to develop vocabulary and to remind children of previous learning to enable them to make links to new learning. New information and knowledge are introduced in small steps and are scaffolded by the use of models, such as diagrams and the modelling of new skills. Questioning is used to check that understanding develops overtime and to encourage children to deepen explanations. Questioning is also used to support children to make connections, give opinions and apply their geographical knowledge. Formative assessment is used to inform future learning and to check understanding.</p> <p>Children are given regular opportunities to discuss their opinions and to explore resources, such as atlases, digimaps, and photographs to support their learning. Children are also exposed to a range of resources to enable them to research into topics, analyse data and make comparisons. Field work is woven into our curriculum which allows the children to develop practical skills and to explore geography in real life contexts.</p> <p>In every classroom we use learning walls which enable children to refer back to key vocabulary and knowledge all the time. These walls develop overtime with the pupils' input and are used to scaffold pupils' thinking. The impact of this is that the knowledge and vocabulary become embedded in pupils' learning.</p>
Impact	<p>Children will have the knowledge and skills to begin to work like Geographers. They make sustained progress across the subject and pupil voice will show that children can talk about</p>



their geographical knowledge using the correct vocabulary. Children will have a sense of place with locational knowledge of the world, its environment and how human and physical factors lead to change over time. Children can make connections in their learning and will develop skills that they can use in the wider world.

How do we ensure that knowledge gained is transferred from working memory into long term memory?

Staff in school have based their strategies on **Rosenshine's principles** in action (bridging research and classroom practice):



What do our lessons look like?

<u>Introduction</u>	<u>Teacher Input</u>	<u>Pupil Activity</u>	<u>Ongoing Assessment</u>
Daily review	Present new materials using small steps	Guided student practice- You do, I do.	Questioning
	Provide models	Independent practice	Check for understanding and address misconceptions
	Provide scaffolds	Use of scaffolds where needed	Reviews
	Introduce key vocabulary	Obtain high success rate	Daily, monthly, weekly reviews

<u>Principles identified</u>	<u>What do we expect to see in our Geography lessons?</u>
Daily Review	This allows children to resurface previously taught skills and vocabulary. Examples include labelling diagrams, matching vocabulary with definitions and explaining processes are examples of this. Learning is reviewed at the end of the lesson, this can be done through revisiting vocabulary and skills needed to achieve the objective.
Questioning	Questioning is used to check that understanding develops overtime and to encourage children to deepen explanations. Questioning is also used to



	support children to make connections, give opinions and apply their geographical knowledge.
Sequence concepts and modelling	New information and knowledge are introduced in small steps and are scaffolded by the use of modelling. Models may include labelled diagrams and the modelling of skills. Modelling is a key aspect of Geography lessons to enable the children to understand geographical enquiry, such as map work, and to enable them to see teachers using them accurately in order to do this themselves. Some models also added to the working wall to ensure children's learning is scaffolded where needed (such as labelled diagrams of physical features).
Stages of practice	New learning is introduced in small steps and is explained and modelled by the teacher. Children are guided when new learning is introduced (my turn, your turn). The children then move on to independent practise, some of which is scaffolded to ensure progress.