



## Heathfield Schools' Curriculum Overview

### Geography

| Subject          | Intent  | Implementation  | Impact   |
|------------------|---|---|--|
| <b>Geography</b> | <p>The geography curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Inspire in pupils a curiosity and fascination about the world and its people.</li> <li>• Think, discuss and explain the world around them like a geographer</li> <li>• Use geographical vocabulary to confidently talk about key knowledge and skills.</li> <li>• Understand and explore human and physical features, their interactions and how they can change over time.</li> <li>• Use a range of engaging activities and case studies to help them be inspired to learn more about the world around them.</li> </ul> | <p>The schools' geography progression document outlines the knowledge and skills that will be covered in each year group. In KS1 and KS2 at the start of each topic a knowledge organiser is circulated to parents to help them support their child's learning.</p>   | <p><b><u>Assessment:</u></b></p> <p>Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.</p>  |
|                  |   | <p><b>EYFS</b></p> <p>A wide variety of books, stories, atlas', maps and globes are available in the EY environment. Links are made through stories and the Power of Reading and children are encouraged to discuss what they have noticed about their immediate environment and how it is different to other countries and places they have been. Using Beebots, children can programme and navigate using directional language.</p>                 | <p>In Key Stages 1 and 2 high quality AfL during lessons (including the recap introduction (KS1) and the WHALA (KS2)), the AfL plenary and marking enables teachers to adapt planning and address misconceptions with individuals as required.</p> <p>As well as this in KS2, a mid-topic quiz is carried out halfway through a topic to assess children's understanding of the key concepts covered so far. This again enables teachers to adapt planning and address any misconceptions with individuals as required.</p> <p><b><u>Monitoring:</u></b></p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Book and planning scrutinies</li> <li>• Pupil interviews</li> <li>• Staff interviews</li> </ul> |
|                  |   | <p><b>Key Stage 1</b></p> <p>Currently geography is taught under the humanities umbrella. It is taught as a unit of work on an alternate half term basis. Each unit is linked to the particular curriculum strands: Location and place knowledge, map skills, fieldwork and human/physical geography. In KS1 children should collect, analyse and communicate geographical concepts and interpret a range of sources of geographical information.</p> |  |
|                  |   | <p><b>Key Stage 2</b></p> <p>As above for Years 3 and 4. In Years 5 and 6, two units are taught due to the expanded history curriculum. In KS2, children should also draw conclusions, evaluate, pose their own questions and make their own decisions. Children will become increasing competent in the skills needed to collect, analyse and communicate geographical information and concepts</p>  |  |

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|  |  | <p>such as maps, diagrams, photographs, GIS, graphs, numerical/quantitative skills and fieldwork. We aim to develop children's 'key geographical language' (disciplinary vocabulary) and 'subject specific vocabulary' (substantive vocabulary). Therefore, key vocabulary is identified on the Knowledge Organiser and at the beginning of each lesson, children are taught explicitly the meaning of a 'STAR word' using the Word Aware Approach. This is planned carefully into each block of learning. Within every lesson a WHALA is used at the start to prompt and link to knowledge from previous lessons or topics. At the end of each lesson, an AfL plenary is used to assess the key knowledge and skills that should have been acquired.</p> |  |
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