

Curriculum Principles in Geography

We know that our children need:			
To develop their understanding of the wider world.	To raise aspiration for all.	To develop their vocabulary	
We know this because:			
Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum.	Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be.	We understand that on entry a spoken language for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary.	
These are important to ensure our children:			
Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society. Are SUCCESS ful, well rounded, responsible young people who make a positive contribution to their community and beyond.	Continually strive to learn more, know more and be the best version of themselves. Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond. Work together so that all can achieve their potential with the knowledge that SUCCESS is in our hands.	Are confident, articulate and successful communicators. Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency. Can achieve SUCCESS throughout the curriculum and the wider world by constantly developing speech and language. Have a love and a passion for reading.	
Therefore, our curriculum is based on the following principles:			
Memory (inc. knowledge) Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our	Opportunities We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies.	Vocabulary (inc. Reading) Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects.	Equality and Equity Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.

children will be ready for the challenges and opportunities of the future.			
In geography this is evidenced through:			
<ul style="list-style-type: none"> • KKPDs mapped out learning from F1 to Yr 6 – more ambitious than National Curriculum. • A geography curriculum that begins in F1 and builds on year on year. • The opportunity to continuously revisit prior learning. • Use of assessment tools to help retain children’s learning. • Use of the Leitner model/ flash cards to help with retaining knowledge. • Plickers assessment quizzes to help knowledge retention. • Displays and geographical resources used to embed key geographical subject knowledge • Curriculum links to other subjects <ul style="list-style-type: none"> - history and ancient Britain – children learn how geographical features changes over time (EYFS, KS1 – comparison between South Africa and Britain), Y3/4 -Roman empire expansion and Y5/6 - invasion during WWII); 	<ul style="list-style-type: none"> • Geography taught as a main driver in Spring term. • Learning about various countries <ul style="list-style-type: none"> - EYFS and KS1- UK contrasted with South Africa (Nelson Mandela, Cape Town - Y3/4 – countries affected by natural disasters, Italy, USA, Japan; talk about France when learning about cave paintings - Y5/6 – links made to countries in South America (Brazil, Bolivia) when learning about biomes and different climates - Y5/6 - involvement of various countries in WWII alliance and axis, USA, Japan, Poland, Russia • Learning about specific, elements of geographical features (human and physical) for example Cape Town in Y1/2, Liverpool in Y6. • Curriculum links to other subjects 	<ul style="list-style-type: none"> • A vocab rich environment. Displays in KS2 evidence key geographical vocabulary that children will need in their learning. Dedicated curriculum display when a driver/ moved to corridor – children immersed • Flashcards on display in classrooms and used to revisit vocabulary. • A range of non-fiction books and atlases to immerse themselves in the geographical language. • Using the written language during curriculum lessons to embed knowledge. • Leitner flashcard method used as a resource to embed key vocabulary in children’s learning • Curriculum links to other subjects <ul style="list-style-type: none"> - history and ancient Britain – children learn how geographical features changes over time (EYFS, KS1 – comparison between South Africa and Britain), Y4 -Roman empire expansion 	<ul style="list-style-type: none"> • Quality first teaching of geography allows all children to access the learning. • Learning is scaffolded up, so all children aspire to know and learn more. • Children learn about other countries, landscapes, the people, cultures, and traditions. • All children have access to the use of IT equipment to support in their learning. • Support provided in lessons for children when required to allow all children to make progress. • Learning about various countries <ul style="list-style-type: none"> - EYFS and KS1- UK contrasted with South Africa (Nelson Mandela, Cape Town - Y3/4 – countries affected by natural disasters, Italy, USA, Japan; talk about France when learning about cave paintings - Y5/6 – links made to countries in South America (Brazil, Bolivia) when

<ul style="list-style-type: none"> • science – children learn about flora and fauna from all over the world, their different habitats and life cycles (KS1 – animals including humans – which animals live in hot and which in cold places, Y3 – formation of rocks and why certain types of rocks can only be found in some parts of the world, Y4 – water cycle and rivers, Y6 – how different parts of the world are affected by the lack of or prolonged daylight. • Assessment opportunities to identify gaps in learning/ knowledge – review and reflect • Tables/ groups named after key enquiry vocabulary, e.g. layers of rainforest in Y5/6 	<ul style="list-style-type: none"> - history and ancient Britain – children learn how geographical features changes over time (EYFS, KS1 – comparison between South Africa and Britain), Y3/4 -Roman empire expansion and Y5/6 - invasion during WWII); - science – children learn about flora and fauna from all over the world, their different habitats and life cycles (KS1 – animals including humans – which animals live in hot and which in cold places, Y3 – formation of rocks and why certain types of rocks can only be found in some parts of the world, Y4 – water cycle and rivers, Y6 – how different parts of the world are affected by the lack of or prolonged daylight. Use of maps and compasses during orienteering activities in PE lessons. • Leitner flashcard method used as a resource to enhance the teaching of KKPds 	<p>and Y6 - invasion during WWII);</p> <ul style="list-style-type: none"> • science – children learn about flora and fauna from all over the world, their different habitats and life cycles (KS1 – animals including humans – which animals live in hot and which in cold places, Y3 – formation of rocks and why certain types of rocks can only be found in some parts of the world, Y4 – water cycle and rivers, Y6 – how different parts of the world are affected by the lack of or prolonged daylight. • When a driver - use of knowledge maps in each year group, key vocabulary displayed on working walls and mats • Vocabulary mats and visual resources used as scaffolds 	<p>learning about biomes and different climates</p> <ul style="list-style-type: none"> - Y5/6 - involvement of various countries in WWII alliance and axis, USA, Japan, Poland, Russia • ‘Authentic’ outcomes, WOW starters trips and visitors planned into topics to allow all children to be immersed in geography. <ul style="list-style-type: none"> - EKS1 experience of the visit from a travel agent that discusses different world destinations - Y3/4 experience the visit from a representative from Severn Trent water and create a diorama that is link to the water cycle. - Y5/6 litter picking trip (links to fieldwork), visit from council representatives to talk about recycling in their county. - Y6 Residential stay over in York (locational knowledge)
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