Impact

Teachers quickly establish pupil's knowledge (and gaps) as they are clear about what they need to know to access a unit and the steps in

Teachers select the best timings and pacing to address gaps and further knowledge resulting in lessons being accessible and ensuring coverage of component knowledge.

Teachers select the best pedagogical approaches (delivery – direct teaching, collaborative work and activities directly linked to the LO) resulting in pupils recalling key knowledge during the units.

Lessons contribute well to delivering the curriculum intent

Teachers have a firm and common understanding of the curriculum intent and implementation.

The Geography curriculum is taught in a logical and systematic

Pupils recognise a common approach to learning eg Knowledge Organisers and use these to secure their component knowledge in subject areas and make connections.

Disadvantaged, those with SEND and transient pupils achieve highly (and often exceptionally) in geography.

Implementation

MT Plans identify component knowledge that they will need to access next steps in learning and vocabulary (EAL/ Disadvantaged).

Substantive and Disciplinary Knowledge carefully sequenced to enable progression from F1 to Y6. Explicit to pupils via Knowledge Organisers.

Assessment is integral to the teaching sequence. Prior Knowledge checks are built into every unit – identifying component knowledge they will need (transient pupils)

Intent...

Teachers evaluate MT plans and

feedback to SL – plans adapted

and next cycle of review

determined.

Broad and ambitious curriculum derived from NC and EYFS framework and beyond.

Evidence- led - Education Endowment Fund, Ordnance Survey - building a curriculum, Royal Geographical Association and the Ofsted Curriculum Research Review.

Sequenced from F1 to Y6 through the meaningful opportunities and experiences to learn about key concepts (Big Ideas) that become increasingly complex SPACE, PLACE, SCALE runs throughout and then other higher order concepts such as INTERDEPENDENCE, CULTURAL AWARENESS, PHYSICAL AND HIUMAN PROCESSES are introduced as pupils progress through the school (NEAR TO FAR FAMILIARITY OF CONTEXT IN WHICH CONCEPT IS STUDIED).

Complex concepts are taught in a logical order eg secure understanding of weather before

climate is introduced, different places and concept of country before comparisons are

introduced. Aware of concepts to be developed at KS3/4 eg sustainable development

Y3 Different industries on Humber including wind. Y6 sustainable city ready for KS3/4).

where the foundations are secured in our primary curriculum ready to be built upon (eg

EYFS/ KS1/Y3 CONCEPTS (Big Ideas) SPACE, PLACE, SCALE over time- Emphasis is given to developing a secure understanding of these concepts (including for transient) that they will re-visit again through more complex studies. (Green Writing LTP)

Development of Disciplinary Knowledge is carefully sequenced from F1 to Y6 and widens as they progress through the school (eg mapping) with ample opportunities to re-visit (transience pupils) and knowledge of our pupils' gaps (eg geographical primary and secondary sources and drawing conclusions). Appropriate scaffolding when necessary for older pupils with the aim of gradual independence over time.

> MT plans identify assessment criteria at end of unit to ensure they carefully match component knowledge

MT plans support teachers in activities carefully matched to LOs and recordings that support assessment against LOs.

Mapping is developed through the

KS2. This helps their geographical

understanding.

careful sequencing and introduction in

EYFS and KS1 that develops through to

Teacher CPD (generic) on day-today assessments enable regular checks of acquisition of component knowledge eg hinge questions which determines re-visits/ reinforcement/ consolidation.

Long Term Plan has been developed in

conjunction with other subjects to ensure

cognitive load is reduced and allows for

Interconnectedness between places and

secure development of schemas (eg

societies (Geog/ History plans)

Assessment informs pace organisation of pacing grids/ pre-loads/reteach/ consolidation.

> Pupils' work consistent high quality.

> > Pupils over time and across the whole school consistently achieve the aims of the curriculum. They know more and remember more. They can apply what they have learnt into

> > > different contexts.

MT plans

identify lesson seauences and are detailed to support teachers in pedagogical approach (eg collaborative (EAL/ Disadvantage d), pre-load vocabulary, re-visits such geographical auestions.

learning. They are clear about what they are learning and can link it to prior/ connected learning

Pupils are

engaged

proactive in

and

their

thus developing complex schemas to support them in the future.