



# GEOGRAPHY AT TIMBERTREE



## Our Geography curriculum aims to...

- Develop understanding about the world, the United Kingdom and their locality to enhance locational and place knowledge
- Understand subject specific vocabulary in relation to human and physical geography
- Develop knowledge and understanding of the world's most significant human and physical features
- Enhance geographical skills through collecting, analysing and communicating with a range of data
- Interpret a range of geographical information using maps, diagrams, globes and aerial photographs



## Big Ideas

We use CUSP Science to support the delivery of Science for Key Stages 1 and 2. EYFS follow the EYFS statutory framework. The pupils receive taught Science lessons weekly.

- Place location knowledge including World Geography and British Geography
- Interpret geographical sources
- Compare two or more places in different locations
- Understand the impact of physical and human Geography on an area
- Geographical map and fieldwork
- Communicating geographical ideas through explicit language or data
- Identify geographical patterns, similarities and differences



## Content and Sequencing

**Content** – Our Geography Curriculum aims to inspire in pupils a curiosity and fascination about the world around them. It explores the United Kingdom and the wider world. They explore landscapes and both human and physical patterns.

### Sequencing

Subject coverage is planned sequentially and with a clear rationale for making connections with prior learning. Subjects connect to previous learning and revisit and build on foundational knowledge. Attention is paid to EYFS provision and connections to Year 1. Strategic and dedicated time allocated to Geography. Timetable focus on curriculum studies to increase motivation, pace and connection.









## Vertical Concepts

Our Geography vertical concepts are the 'golden threads', the disciplines, that help pupils to think and act like a Geographer, these are shared at the start of a lesson and are:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

These can include the following:

Place and Space 	Scale and Connection 	Physical Geography 
Environment and Sustainability 	Culture and Diversity 	Human Geography 



## Learning Modules

Each learning module has a knowledge and vocabulary rich teacher guide which identify:

- NC Geography Curriculum expectations
- Connections to previous learning in the sequence
- A coherent sequence of learning supported by a cumulative quiz
- End point subject skills and knowledge
- Contextual Tier 2 and Tier 3 vocabulary
- Dual coded knowledge organisers, that support the big idea, all information's kept in one place to avoid the split-attention effect
- Tier 3 vocabulary is highlighted in red
- Lesson by lesson navigation helps build conscious connections



## Lesson Design

Each lesson has:

- A clear structure of – example, explain, attempt, apply and challenge
- A question to promote connection to prior learning and aid scheme growth
- Vocabulary capture where pupils' practise and define words
- Knowledge Note which supports teaching headlines and pupil tasks. Reduces the load on the working memory as all essential information is kept in one place
- Quality assured highly detailed diagrams and images to enrich the teaching sequence
- Begins and ends with retrieval practice



# GEOGRAPHY continued...



## Vocabulary

Each learning module has:

- A vocabulary specific unit where pupils are taught etymology and morphology of words
- A vocabulary teacher guide that states prior vocabulary knowledge – listing words pupils should know. Tier 2/3 words for explicit instruction and relevant idioms and colloquialisms
- Vital vocabulary organiser. Pupils' practise and define words. Words are used, connected and deconstructed for meaning within the learning sequence



## Metacognition

Pupils are encouraged to think about their own learning by monitoring their understanding linked to the headings and icons on the knowledge notes. Pupils use the knowledge notes to monitor their achievement and purposefully direct their learning. Once they judge their understanding to be secure, they highlight/tick the section on the knowledge note to signal this.

Pupils further engage in the process of metacognition by answering the end of lesson question in their own words, providing the supporting evidence.



## Retrieval Practice

Retrieval practice is used as a learning tool, not just an assessment tool. Opportunities within each lesson are created for pupils to show what they know. Before a lesson, during a lesson and at the end of the lesson pupils will:

- Use retrieve two things – show what you know
- Connect – add one more thing to what you know
- Answer relevant questions on the cumulative quiz specific to the learning module.
- Cumulative quizzing is designed to help pupils bring current and past learning to mind as well as helping teachers to glean information about where to support pupils next



## Subject Specific Resources

Our core offer ensures that all children have access to:

- Curriculum visions – irresistible digital books with secure embedded video that teachers can use to provide worked examples. Pupils can access this at school and at home
- Digimaps
- Atlases
- Maps of varying scales
- Globes
- Compasses
- Aerial photographs
- Google Earth



## Subject Specific Experiences

Our core Geography offer ensures that all children will experience:

- Exploration of maps of various scales
- Fieldwork including the use of compasses
- Educational visits
- Visitors
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**For all experiences, please see the school's cultural capital map**



## Making Progress

Children make progress when there is a change in long term memory and when content is taught in small, manageable steps. This will reduce cognitive load. Units are sequenced, so prior knowledge, skills and concepts are built upon from previous year groups and units lead to improved skills and increased knowledge.

Individual progress is assessed through observations, questioning, cumulative quizzing, book looks, end of lesson question, pupil conferences and pupil voice.

Pupils with special educational needs can fully access the learning content, as teachers skilfully provide adaptations and reasonable adjustments following our school's five principle approach.

