

Tillington Manor Primary School
Curriculum Intent - Subject Statement

Subject: Geography

Aspect of Curriculum Intent Statement for TMPS	Subject Practice
<p>Intent</p> <ul style="list-style-type: none"> • What are the key concepts/skills children will learn in xxx? • How has learning been organised across the school to ensure continuity and progression? • Key skills development: <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Mathematics ○ Thinking/Problem-solving skills • How will learning in geography prepare children for life in the 21st century? <ul style="list-style-type: none"> ○ Diversity understanding ○ SMSC • In what ways will resilience and independence in learning be fostered? 	<ul style="list-style-type: none"> • Children will develop their knowledge, understanding and skills in relation to: <ul style="list-style-type: none"> ○ Geographical enquiry and geographical vocabulary to articulate understanding ○ Places and key geographical features ○ Physical features of places ○ Human features of localities • Strands of learning from the NC programme of study have been sub-divided in to key skills and concepts which have been progressively sequenced from EYFS to Y6. <ul style="list-style-type: none"> ○ Topics in EYFS/KS1 start from the point of the immediate area of and surrounding the school and broaden to include a gradually widening use of the local area and features pertaining to it. Topics at key stage 2 include an increasing use of localities from around the world, including localities at differing stages of economic development. • Learning in geography will support, but not be subsumed, by our key priority to develop: <ul style="list-style-type: none"> ○ children's ability to read with understanding and to present a range of information in written form coherently and with appropriate grammatical accuracy ○ children's capacity to apply numerical concepts ○ children's thinking skills, encouraging their ability to develop ideas for themselves and to respond to and devise questions in enquiry based situations • Children will encounter topics in geography which: <ul style="list-style-type: none"> ○ reflect the diverse ethnic nature of society - they will learn about the contributions of people from different parts of the world to the management of the physical environment and the creation of human features - they will discover reasons for actions and features and be encouraged how discriminatory attitudes in the past have contributed to incorrect views of features ○ allows them to appreciate the wonder and beauty of man's achievements and the natural environment • The emphasis in geography on enquiry, places a key responsibility on children to find out for themselves, to research and present information in a variety of ways. Children will be encouraged to: <ul style="list-style-type: none"> ○ find solutions using a range of strategies ○ complete an expected minimum of work within a set amount of time using resources appropriately matched to their independent ability level ○ work collaboratively

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Aspects of Curriculum Intent Statement for TMPS	Subject Practice
<p>Implementation</p> <ul style="list-style-type: none"> • What are the key learning/teaching strategies staff should employ in geography to promote high standards? <ul style="list-style-type: none"> ○ Strategies specific to subject ○ Strategies to encourage mastery through: <ul style="list-style-type: none"> ▪ The encouragement of oracy and vocabulary development ▪ Reading/comprehension skill development ▪ Writing and GPS ▪ Mathematics ▪ Thinking/Problem-solving • What additional experiences should children have in geography to enrich their learning? • How will new learning be linked to children's previous learning and experiences? <ul style="list-style-type: none"> ○ Start of topic ○ Start of lesson • Strategies to promote long-term memory • How will staff ensure that they present a consistent challenge in geography? • Strategies to promote involvement of children in our target groups: <ul style="list-style-type: none"> ○ Boys ○ PP ○ SEND 	<ul style="list-style-type: none"> • Key strategies to encourage high quality learning will include: <ul style="list-style-type: none"> ○ Enquiry based approaches using a range of source materials - atlases and maps, artefacts, photographs, reports and data ○ Presentation of findings in different mediums ○ A major focus on interaction and discussion as a key learning tool - allowing children to share ideas and compare findings and points of view - introducing and allowing opportunities for vocabulary to be introduced and reviewed ○ Significant emphasis on children being exposed to range of written source materials to encourage comprehension → building to children being required to use a range of materials ○ Information will be presented using appropriate sentence structure and reflecting the skills/concepts expected for ARE writing in the year group. Genre will include: <ul style="list-style-type: none"> ▪ note-taking ▪ report-writing, to include explanations → increasing emphasis on ch. developing/backing up ideas and using geographical vocabulary accurately ▪ presentations ○ Opportunities to reinforce/apply basic calculation skills and data to find information about places e.g. weather ○ Children responding to a range of questions and tasks to encourage them to analyse and evaluate information they encounter, to draw conclusions, develop ideas and to present coherent arguments drawing on a range of information • Children will develop their kn/und through additional enrichment experiences which will include: <ul style="list-style-type: none"> ○ visits; workshops; themed events relating to significant national events; visitors to give first-hand account or expert opinions • Children achieve the best outcomes when new learning is linked to previous experiences/learning. This can be achieved by routinely establishing: <ul style="list-style-type: none"> ○ What children already know through an exploratory question/challenge at the start of a topic - this allows learning to be tailored to needs/gaps and challenge to be built in • Learning in any one lesson is never in isolation - opportunities for children to use/apply what they already know through problem-solving, reasoning helps to establish long-term memory and an expectation that children will need to recall • Challenge and standards will be consistent when all learning in geography focuses on the key skills identified within the NC strands and there is an expectation that: <ul style="list-style-type: none"> ○ Children will be expected to enquire, apply information to build up a picture of a locality and develop ideas for themselves • Strategies to promote learning for target groups will include: <ul style="list-style-type: none"> ○ Finding approaches to content that engages children's interests - establishing/using links ○ Organising tasks to allow progressive build-up of knowledge/skills <ul style="list-style-type: none"> ▪ Low entry/high threshold ▪ Adjustment ▪ Pre-teaching to compensate for variable life-experiences

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Aspects of Curriculum Intent Statement for TMPS	Subject Practice (How the curriculum intent will be achieved)
<p>Impact</p> <ul style="list-style-type: none"> • How will we know children have achieved high quality outcomes and that learning is embedded? • How will learning prepare children for different challenges and situations they will face, including tests? • How will we know that children are developing in their understanding of SMSC/diversity etc.? 	<ul style="list-style-type: none"> • Children, in line with the progression map for geography will: <ul style="list-style-type: none"> ○ Demonstrate their ability to use key geographical skills to aid enquiry ○ Demonstrate their knowledge and understanding of: <ul style="list-style-type: none"> ▪ physical and human features ▪ place and location at various scales ○ Use/apply their kn/und from one topic area to another ○ Present their findings using a range of mediums ○ Apply reading/writing/numeracy skills in ways which demonstrate age-expected standards ○ Draw on their kn/und/skills from geography to support learning in different areas or to articulate meaning to different situations that arise. ○ Use geographical vocabulary with accuracy and confidence • Children will <ul style="list-style-type: none"> ○ be resilient and not be put-off when facing new challenges/content ○ tackle un-prepared learning situations, demonstrating standards expected in core subjects as well as in the subject-specific topic ○ work with independence in a range of situations • Children will demonstrate: <ul style="list-style-type: none"> ○ respect and tolerance when facing arrange of new ideas and content ○ share with others ○ respect for the achievements and cultures of others and different localities ○ an increasing knowledge of discrimination and why it is wrong and how it has been manifested in different forms

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<p>Evaluation</p> <ul style="list-style-type: none"> • How will we monitor standards? • What will we do with information from monitoring? 	<ul style="list-style-type: none"> • Standards will be monitored by subject leads/SMT through: <ul style="list-style-type: none"> ○ discussion of their learning with children ○ scrutiny of books and outcomes - assessing match with standards expected for year groups ○ scrutiny of subject records ○ observation of practice • Results from monitoring will be used to evaluate: <ul style="list-style-type: none"> ○ the effectiveness of subject plans and contribute to subject planning development ○ the effectiveness of practice and to inform staff development needs ○ whole school learning/teaching strategies and developments required → SIP