

Geography Curriculum Rationale



INTENT

Alignment	At Thurlby we aim to develop children’s curiosity, awareness and appreciation of the world around them. As the children enter our school in reception we focus on ‘understanding the world’ in EYFS. At Thurlby, we have created a curriculum which is broad, balanced and progressive; aiming to develop a love for Geography whilst ensuring it fulfils the requirements of the National Curriculum.
End Points	By the end of KS2 our children will go to secondary school with a robust and wealthy knowledge of: understanding where they are in relation to the rest of the world and how that connects to the wider world; recognise human and physical processes and features and understand their purpose; to recognise that people have different points of view on situations and places which will embed their sense of citizenships and justice rooted in our British Values, which gives confidence to challenge and support different viewpoints.
Sequencing	At Thurlby , children progress from developing knowledge of the United Kingdom and their own locality in KS1 to learning about the wider world including Europe and South America as well as more in-depth knowledge of their locality in KS2.
Social Disadvantage	A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant special educational need. Retrieval practice is key to achieving this goal and is incorporated into our day-to-day teaching. This builds upon cultural capital whilst enhancing pupil engagement and experiences.
Local Context	Our local area is utilised to support the teaching of geography across KS1 and KS2. Thurlby is a small village with farming links, close to a large and developing town - Bourne, in the UK.

IMPLEMENTATION

Pedagogical Approaches	Geography is planned effectively and progressively. Each lesson begins with retrieval practice from both the previous lesson but also, where possible, links to previous years learning. Feedback is provided to our children in the most effective and efficient way of teaching new concepts and skills and ultimately provide children with the opportunity to develop their deeper thinking.
Teachers’ Expert Knowledge	The Geography Leader supports all teachers and delivers CPD. The Geography progression grid provides teachers with clear and concise guidance for each geographical objective and ensures that all pupils are able to progress to deeper and more complex understanding where misconception are addressed promptly. This results in confident and articulate geographers.
Promoting Discussion and Understanding	Discussion and effective questioning by the teacher is key to allowing pupils to recall new knowledge. It will also help them make links between new material and prior learning. Through the use of formative assessment in each lesson, information can be recalled by the children from their long-term memory.
Knowing and Remembering More	Each lesson begins by reviewing knowledge and ideas from previous learning. This includes retrieval practice either at the beginning or during lessons to ensure all children have opportunity to transfer their knowledge into long-term memory.
Teacher Assessment	Formative assessment is essential to ensure that all children are not only learning new concepts, but remembering and applying previous knowledge and skills. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed as does marking and feedback during or between lessons.

IMPACT

Approach to Assessment	Formative assessment is used in each lesson to identify and address gaps and misconceptions. It is used in every lesson to recall learning from previous years. Verbal feedback and live marking take place to ensure that these misconceptions are addressed in a timely fashion. Assessments are sometimes used at the end of each unit to provide evidence of knowledge and skills gained.
Performance Data	In the EYFS, we monitor progress using the non statutory guidance Development Matters and at the end of the foundation stage we assess against the Early Learning Goals. In KS1 and KS2 data is produced via teacher assessment. Teachers have a strong understanding of their pupil’s level of understanding and make judgements on whether each pupil has understood the learning provided.
Pupils’ Work	We have high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride, linking with our school values. Children demonstrate that they are fluent and then prove their understanding through independently justifying, reasoning and convincing. Children are able to demonstrate their understanding in a variety of ways.
Talking to Pupils	The subject leader talks to pupils about their learning as part of the monitoring process. Children’s books are used to guide discussions and provide the subject leader with the information required to identify the key knowledge, facts, concepts and strategies taught have been remembered and understood. The subject leader will also ask groups of children about what they have learnt in their current year and previous years, to see if subject matter has been embedded into the children’s long-term memory and that links have been established.