



Inspiring a love for lifelong learning

Geography Curriculum

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Curriculum Overview	<p>We offer a broad and balanced curriculum in an innovative and exciting way. Our school vision of inspiring a love for life-long learning is at the heart of our pedagogical approach. Our children leave Ashford Park Primary School prepared academically, socially and economically in order to prepare them to be well round citizens in this ever-changing multicultural society. Coverage of the national curriculum objectives are met through a variety of Imaginative Learning Projects (ILPs) and Knowledge Rich Projects (KRPs) that are designed to develop knowledge and skills progressively. Our curriculum is designed to prepare our children to be successful by being rich in experiences and diverse in thought. Lessons are built upon prior learning and laying the foundation for future learning while avoiding cognitive overload. Planning incorporates Rosenshine's Principles therefore introducing new information in small steps guided practice, modelled examples, questioning, check for understanding and independent practice.</p>
Curriculum Intent	<p>As a subject lead, my aim is for children to understand or begin to understand the bigger picture of the world that we live in so that they gain a coherent knowledge and understanding of Britain and the wider world. Furthermore, to ensure that Geography is taught effectively so that children gain the desired knowledge and skills needed to make links between both Human and Physical geography. Skills are obtained through offering children opportunities to learn through various lines of enquiry extending their knowledge and understanding beyond the local area. Through our inclusive curriculum, learners all cover the same material, they may require additional support through resources or have more of a discussion based learning opportunity to develop their use of geographical understanding and skills to enhance their locational and place knowledge. All with the expectation that they achieve their full potential. ILPs are structured over a six-week period starting with engagement activities, developing 1,2,3, innovate and express. This systematic approach builds chronologically over the period enabling the children to make sense of what is being taught. They can then make links to the bigger picture and also make cross curricular links preventing them thinking they only learn one subject at a time. Through high quality teaching, we develop the following essential characteristics of geographers: A genuine interest in the subject and a real sense of curiosity about the world and the people who live here. In addition, educational visits, extracurricular activities and other curriculum enrichment experiences are offered termly to broaden and enhance interest and retention of learning.</p>
Curriculum Implementation	<p>Through curriculum maestro, ILPS and small projects, class teacher's knowledge is supported. Planning includes prior learning and next steps thus ensuring a smooth transition. Staff are building on their understanding of what they are teaching through</p>



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	<p>the planning format and Rosenshine. Through our curriculum being designed through purposeful project choices that chronologically build upon prior knowledge and skills, quality first teaching is implemented across Ashford Park.</p> <p>Existing knowledge is checked at the beginning of each topic, as part of the KWL strategy (What I know, What I would like to Know and What I have Learned). This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary. Assessment is effective through robust planning, the incorporation of the five question quiz at the start of each lesson, regular mini plenaries and use of the marking code. Learning walks, book scrutinise and pupil voice are paramount for monitoring successful progress in Geography. We regularly review the impact of our curriculum, making adaptations where necessary to improve teaching and learning. Our curriculum is the content that we teach: the knowledge learnt and skills acquired. Our Geography curriculum is underpinned by APPS pedagogical approach, our children learn through a balance of carefully-chosen teacher-led activities, direct teaching and enquiry-based activities. Our children have the skills to be able to learn well independently, in pairs and in groups.</p>
Curriculum Impact	<p>Children are engaged in their learning, can verbalise their learning of geographical features and concepts, can effectively use the learning wall for support. Furthermore, can discuss and make links to their own prior learning. Building upon prior learning, children receive a high quality of geography teaching preparing them for the future, opening opportunities for greater prospects in life. We endeavour to nurture children who are independent learners, problem solvers and creative thinkers. Pupils gain new skills of analysis, evaluation, review, collaboration, independent thinking among others, which are transferable across the curriculum and within life experiences.</p>