



## Geography

Intent
<p>We follow the National Curriculum</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <ul style="list-style-type: none"> <li>• To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> <li>• To be competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>- interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs</li> <li>- communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing</li> </ul> </li> </ul>
Implementation – Scheme and Resources
<p>We use Grammasuarus as a planning tool for long term and medium term planning.</p> <ul style="list-style-type: none"> <li>• Grammasuarus structure has adaptive teaching opportunities embedded within the scheme and offers a mastery approach to learning. It determines learning objectives, assessment methods and likely barriers.</li> <li>• We have progression planned from EYFS to Y6</li> <li>• We plan the <u>substantive threads</u>: Location, Human and Physical, Geographical Skills and Map work.</li> <li>• We plan the <u>disciplinary threads</u> : Place, space, scale, interdependence, physical and human, environmental impact , sustainable development , cultural awareness and diversity</li> </ul>
Implementation - Teaching and Learning
<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on. Pre Assessment/Prior learning → Instruction →Formative Assessment → Correction or Enrichment → Summative</p> <p>We use adaptive learning to ensure the vast majority of children are enabled to access the National Curriculum. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>We try to anticipate barriers: different levels of prior knowledge - vocabulary - a particular production skill such as writing - a particular SEND - decoding written text - limited working memory - cultural experience - EAL - a common misconception - a lack of metacognitive knowledge or strategy -, inherent complexity of resources/information.</p> <p>We address these by a variety of strategies some examples are : read a text in advance - supply background knowledge - use pictures/video to contextualise upcoming information - teach vocabulary - introduce a concept via discussion - teach necessary learning behaviour - improve accessibility (e.g. clarity of resources , font size, proximity to speaker, visibility of whiteboard, reader pens) - plan to scaffold - prepare a model to share with, for example, a visualiser - plan targeted support from a TA before , during or after an input from the teacher .</p>
Impact - Assessment
<p>Teachers use formative and summative assessment during lessons and marking within and after the lesson.</p> <p>Grammasuarus offers a quiz or end of unit assessment to confirm teacher judgement, which teachers use when they need to confirm whether a child has grasped the unit of work. A judgement is communicated to parents at the end of the school year in a child's personal, report.</p>