















## Geography Curriculum Rationale

	Intent		Implementation		Impact
 Curriculum	<p>The Geography curriculum at Rosehill follows an adapted programme of study as a basis for its content and framework.</p> <p>At Rosehill, the study of Geography allows our pupils to explore, experience and develop an understanding of their local environment, and the wider world e.g. school, local shops, the weather, jobs, water, maps, directions. As pupils move through the key stages, they are involved in activities to help them develop greater independence and gain further knowledge about physical and human geography in worldwide locations e.g.: oceans, continents, volcanoes, icecaps. We have 6 pathways which have been designed to ensure pupils receive a varied and engaging input over time that is age appropriate, even when they remain in the same cognitive pathway, to ensure that skills and knowledge are consolidated and new learning is acquired.</p> <p>Equals and Curriculum Maestro materials may be used to support the delivery of our Geography Curriculum.</p>	 Pedagogical Approaches	<p>At Rosehill, Geography is approached in a practical manner. The child is the explorer and their task is to progressively discover the world beyond themselves. Geography enriches the curriculum by offering our pupils to be actively involved in exploring the world around them. This approach deliberately ensures the child, the school, the family, the local community and the local area to be the focus of study. Teachers link Geography with other subjects, to provide a range of experiences and achievements, which contribute to the richness of pupils' lives according to individual needs and abilities. Children will then apply their knowledge and skills through a geographical enquiry approach to teaching and learning.</p>	 Approach to Assessment	<p>The approach to assessment is less formal than in core subject. In Geography, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and develop their understanding. Success criteria will be established and measured through pupil engagement, and for pupils across the different pathways, activities which take place during on and off offsite visits/activities, are used to enable teachers and children to monitor the depth of understanding.</p> <p>A range of assessment is used including learning walks, observations, work scrutiny, monitoring of the learning environment, questionnaires and feedback, case studies, offsite visits evaluations, impact reports and evidence of learning i.e. Nottingham City project/ Residential Camp.</p>
 End Points	<p>Through our strong focus on exploration, hands-on learning, using relevant stimuli and materials, and learning in context children will begin to recognise that people perceive situations and places differently; and will begin to value the importance of local context in understanding the relevance of wider global connections.</p> <p>At Key Stage 4/5, through LIVE, Careers, AQA, ASDAN and Princes Trust, which includes opportunities to explore and research at varying levels to inform their understanding, pupils will develop a sense of citizenship, which gives confidence to challenge and support different viewpoints.</p>	 Teachers' Knowledge	<p>Subject specific professional development takes place as part of staff training and CPD meeting time. To this end, it is expected that teachers whose curriculum knowledge is not sufficiently developed will take steps to address this gap (e.g. through reading or using the support materials supplied by Curriculum Maestro). It is essential that teachers have the required level of expert knowledge so that explanations are clear and accurate, and children's misconceptions are anticipated and addressed as they arise.</p> <p>The subject leader will access specialists' networks i.e. NST subject leaders' network. Our local area is utilised to support the teaching of Geography. The local Geography units explore the local context. Nottinghamshire and the surrounding area has a wealth of local places of interest which are used to support the teaching of Geography and to enable children to see first-hand evidence of the diverse places, people, resources and natural human environments.</p>	 Performance Data & Pupil Progress	<p>There is no published data for Geography at Rosehill. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their Pathway (Impact reports, curriculum examples and offsite visits data and evaluations). The skills and attributes that the pupils develop will benefit them beyond the school and into adulthood; i.e. understanding more about the local area, learning about the Earth's key physical and human processes and the impact of this on our life. This will ensure they develop their understanding of people, places and cultures, which enable them to make the choices which allow them to lead fulfilling, responsible and balanced lives, contributing to society. In turn, this will lead to developing their personal interests and making informed choices/decisions.</p>

 <p>Sequencing</p>	<p>Our Geography curriculum is a spiral curriculum (cross-curricula) that brings learning to life through the use of creative topics and activities. Through the teaching of Geography, we structure and expand our pupils' knowledge and understanding of the past and encourage their investigation of it.</p> <p>In EYFS, children start to get an understanding of the world around them in their topic work (Understanding the world). From there, children progress from developing knowledge of the UK in their own locality in KS1, to learning about different locations around the world as well as more in-depth knowledge of their locality in KS2-3. Topics across KS4-5 have been sequenced in a way that supports learners' development of comparisons and ideas, which builds independence and skills for life. For example, pupils will learn about investigating our school in LKS2, becoming street detectives in UKS2, then looking in detail at a big city in KS3 and changes to the environment. They will then put knowledge and skills into practice in KS4 through using public transport and then in KS5 planning independent travel.</p> <p>Pupils also provide feedback, and share personal experiences and the work of others.</p>	 <p>Enabling Environment &amp; Pupil Voice</p>	<p>Geography is taught through projects in each key stage; using specialist areas such as the MILE, Woodland Walk and Courtyard and through multi-sensory approaches, including ICT. e.g. when teaching Geography visual, tactile, auditory and kinaesthetic approaches are used i.e. videos of different places/ travelling by different modes of transport. Essentially, through these opportunities, and through the use of immersive experiences i.e. visuals, artefact, sounds, smells etc, as well as promoting discussion and opportunities for questioning about the focus of Geography, pupils begin to make the links between new material and prior learning.</p> <p>Teachers promotes pupil voice/ feedback, enabling learners to develop their understanding of geographical ideas.</p>	 <p>Pupils' Work</p>	<p>Pupils' work, in written/ symbols, pictorial and photographic forms, is used to secure and demonstrate children's learning. It informs teacher assessment, both formative and summative, and is used by subject leaders as part of the monitoring process.</p> <p>Additionally, pupil work is displayed in communal areas and classrooms.</p>
 <p>The Need of all Pupils</p>	<p>A key principle of our teaching is about belief that every child and young person can engage with Geography. The resources used in school and when out in the local community, are suitable for pupils of all abilities. We have a firm belief that every child/young person can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point.</p> <p>Therefore, Geography is taught through exciting, enjoyable, and relevant activities, such as offsite visits, to enable all pupils to gain 'real-life' experiences and to apply their learning in context. This enhances cross curricular understanding such as cultural food exploration, water cycles and states of matter and art from other world areas.</p>	 <p>Knowing More and Remembering More</p>	<p>Through the breadth and depth of cross-curricular (thematic) coverage of Geography, blended with creative and multi-sensory learning experiences, and opportunities to develop functional life skills in the community, pupils can systematically increase their knowledge, understanding and skills in small progressive steps of achievement.</p> <p>The progression built into the Geography curriculum includes core knowledge and skill development for each key stage.</p> <p>Key terminology and vocabulary are also taught in context i.e. during offsite visits and community skills (e.g. Work experience at the local farm).</p> <p>Throughout each unit of work, teachers will revisit, embed and assess learning through questioning and feedback on learning so far, both in the unit and in previous years.</p> <p>Displays and celebrations of pupil's work provides a platform for revisiting and embedding learning.</p>	 <p>Talking to Pupils</p>	<p>The subject leader talks to pupils about their learning as part of the monitoring process. Children's work and impact reports, are used to guide discussion and provide the subject leader with the information required to measure how much of the powerful knowledge and core vocabulary has been remembered and understood.</p> <p>Pupils have the opportunity to share feedback about their work and understanding of the lessons. Their responses will be used to inform teaching and cross-curricular plans.</p>



Assessment

Assessment questions throughout lessons are provided by teachers. This is to see if pupils have enjoyment and confidence in Geography. Humanities projects and impact reports evidence progression of skills in all key stages (see Earwig). Pupils are encouraged to take part in a wide range of creative projects and offsite visits, which enable them to apply their knowledge from across the curriculum areas, more independently.

### References

- NST Subject Leaders Network