

At Willington Primary School, we aim to provide a Geography curriculum which enables our children to **know and remember more of the curriculum**. To encourage this, our breadth of study follows a schema theory underpinned by **three threshold concepts**.

## Investigate Places



## Investigate Patterns



## Communicate Geographically



To support this schema, which encompasses an appreciation of how facts are connected from Early Years through to Key Stage 2, **knowledge** is explored within eight categories.



Location



Diversity



Human features



Physical processes



Human processes



Techniques



Physical features

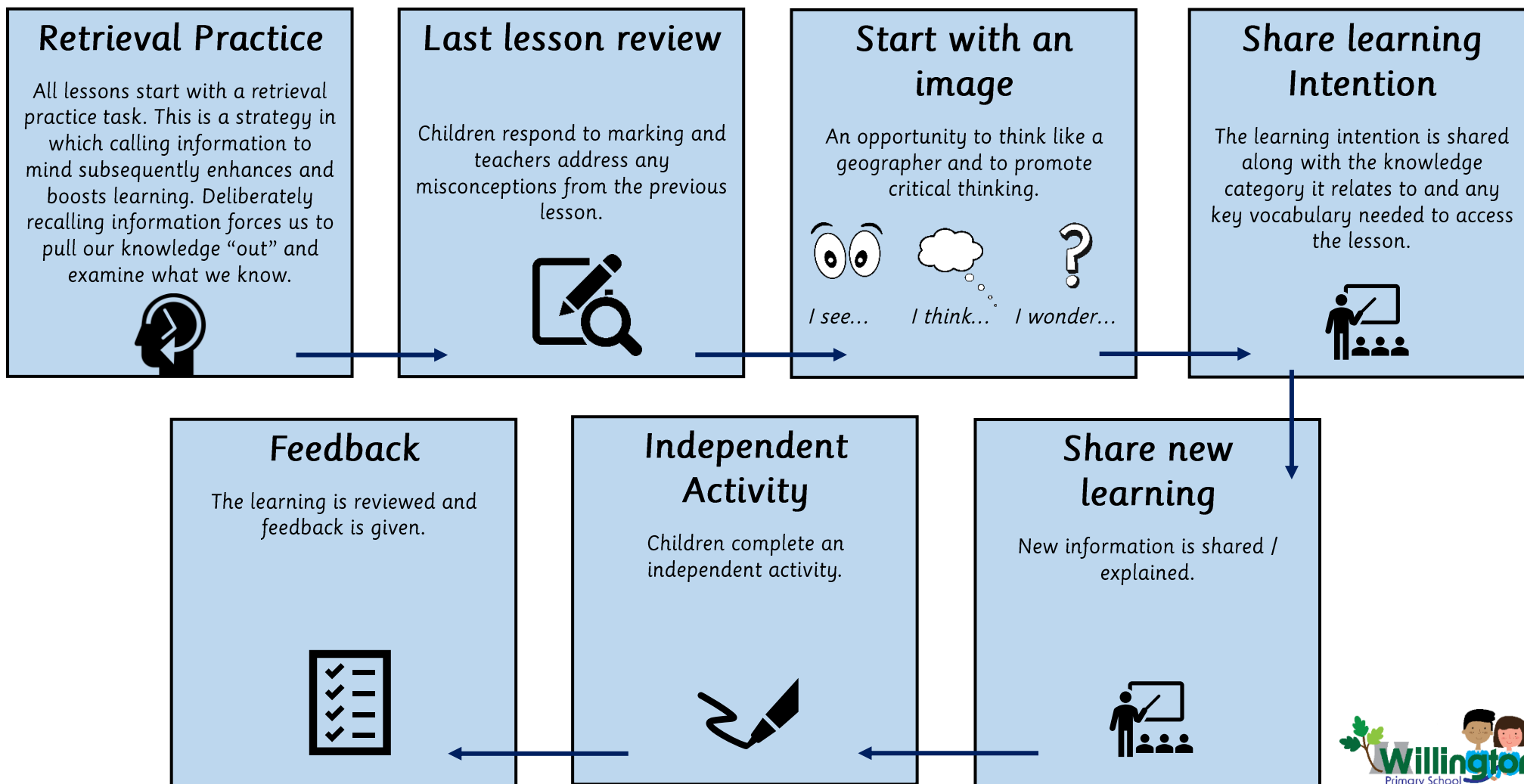


Vocabulary

Our curriculum strives to provide children with **skills, experiences and knowledge**, which is both progressive and transferable, throughout their time at Willington Primary School, into further education and beyond.

Our Geography curriculum ensures coverage of the **National Curriculum**. Each phase covers four topics. The aim is for the children to meet the **milestones** (goals) at the end of each phase. In the first year of the topic, children will cover the milestone at a basic level where they will build the fundamental foundations which will be built upon in the second year where children will cover the milestones at an advancing and deeper level.

All Geography lessons follow the same structure from Y1 to Y6.



## Our School Values:

At Willington, we 'REACH' to be the best that we can be! We show:

Respect

Empathy

Aspiration

Collaboration

Honesty



## Assessment

Retrieval tasks are completed at the start of each lesson to assess prior learning.

Time in the lesson is given for children to **respond to feedback** and for the teacher to address any misconceptions / common errors from the previous lesson.

The use of discussion during the lesson monitors learning and is used for **Assessment for Learning (AfL)**

**Assessment trackers** are completed every lesson to assess children's attainment. Trackers are passed up to the next teacher so that the planning of the deepening tasks in the second year of the topic can address the needs specific to the cohort.

**Monitoring** is completed by the Geography Leader / SLT to assess the learning completed and to ensure the sequencing of learning.



## SEND

Quality first teaching strategies are used to support all learners.



**Working walls** are designed to support all learners with key information (e.g. vocabulary, maps, symbols) and are referred to throughout the topic.

**Topic Wheels** at the front of books provide children with key vocabulary and an overview of their learning.

The 'I see, I think, I wonder' part of the lesson allows all learners to think like **geographers** and become **critical thinkers**.

**Adaptive teaching strategies** provide different levels of support, using different resources or adjusting the pace of instruction.