

Geography

Intent

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
- Physical features
- Human features
- Diversity
- Physical processes
- Human processes
- Techniques
- 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.

Implementation

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:

Retrieval Practice - All lessons start with a retrieval practice task. This is a strategy in which calling information to mind subsequently enhances and boosts learning. Deliberately recalling information forces us to pull our knowledge “out” and examine what we know.

Last Lesson Review - Children respond to marking and teachers address any misconceptions from the previous lesson.

Start with an Image – I see, I think, I wonder. An opportunity to think like a geographer and to promote critical thinking.

Share the Learning Intention - The learning intention is shared along with the knowledge category it relates to and any key vocabulary needed to access the lesson.

Share New Learning - New information is shared / explained.

Independent Activity - Children complete an independent activity.

Feedback - The learning is reviewed and feedback is given.

Quality first teaching strategies are used to support all learners.

Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term. We do, however, use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run.

We use comparative judgement in two ways: in the tasks we set (POP Tasks) and in comparing a student’s work overtime. We use learning walks and classroom visits to see if the pedagogical style matches our depth expectations. Class teachers routinely evaluate the progress of pupils within and across lessons using the curriculum frameworks to make judgements on Assessment Trackers. They use this information to analyse how effectively pupils are achieving or exceeding expectations and to adapt their planning accordingly.

Teachers provide Subject Leaders with timely summative information about the outcomes of pupils in their class. Subject Leaders and Senior Leaders routinely evaluate the summative outcomes for their area of responsibility. They use this analysis to identify any necessary actions that develop the quality of provision in their subject, to moderate assessments, and to benchmark outcomes against expectations beyond Willington Primary School.