



<p style="text-align: center;"><b>Intent</b></p> <p>In geography, we don't use a specific scheme to guide our planning; instead we use 7 knowledge categories that run through the entirety of our geography curriculum from Year 1 to Year 6 with slightly different early learning goals. These knowledge categories are covered in all year groups consistently and built upon as children move through school in order to develop meaningful schema.</p> <p>Our geography curriculum fully aligns to the National Curriculum as we have ensured that each geography block covers all of the seven knowledge categories which in turn are broken down from the four aspects of geography covered in the NC (location knowledge, place knowledge, human and physical geography, field work).</p> <p>Our intent is to deliver a broad curriculum that gives children the opportunity to build upon their previous learning in a more coherent and cohesive way, enabling them to make links to things they have learned in the past.</p>	<p style="text-align: center;"><b>Pedagogical approaches</b></p> <p>Learning is defined as a change in the long-term memory.</p> <p>As with nearly all wider curriculum subjects at Dallimore, we take a consistent approach to ensuring the children know and remember more. Firstly, we do a vocabulary check before the lesson for Tier 2 and Tier 3 vocab, ensuring that there are no barriers to the children's learning before the lesson starts. Apart from the first week, retrieval practice will take place at the start of every lesson, before the vocab check, to ensure children remember the content from the previous lesson(s). In addition, quick quizzes will take place after longer pieces of information/particularly tricky aspects of a lesson/after a slide or two to ensure children are listening and taking in what is being taught. This is based on Rosenshine's principles of checking for understanding. Geography lessons also follow the Chris Quigley approach of BAD tasks (basic, advancing, deep) to ensure that children build upon knowledge as the lesson progresses and cognitive demand increases through the tasks. Children will complete a Make It Stick activity at the end which outlines the key knowledge children should have learned by the end of that task. In geography in particular, the 7 knowledge categories will enable children to connect information that they have learned previously. For example, I find it easier to understand how countries farm land because I learned about local land use in Key Stage 1. Geography retrieval practice is also part of Flashback Fridays which gives children an opportunity to cover all of what they have learned in the wider curriculum and ensure that learning sticks.</p>
<p style="text-align: center;"><b>Sequencing of learning</b></p> <p>A geography sequence of learning will (usually) be split into 6 lessons. Each of these lessons will build upon one or two specific knowledge categories that the children will already have done topics related to. For example, Maps in Y3/4 will build upon local knowledge covered in Y1/2 which is built upon in Y5/6. First identified is the sticky knowledge we want children to know - this is put into a knowledge organiser. Each of the 6 lessons focuses on one or two pieces of sticky knowledge, ensuring that the vocabulary that is also on the KO is evident in lessons.</p>	<p style="text-align: center;"><b>Teachers' Expert knowledge</b></p> <p>As subject leader, it's my responsibility to ensure that I am up to date on any changes/progressions to the geography curriculum. It's vital that I am at the forefront of geography and provide opportunities for the children and the staff to fully embrace geography at Dallimore. This could be in the form of CPD, trips for the children etc.</p> <p>It is important that if teachers are unsure about an aspect of geography, they have the necessary tools to enhance their own knowledge. That means that I will make myself available for discussions should teachers need it as well as providing them with outlets such as the RGS. In addition to this, there are opportunities for me to use subject leader time to support teachers with planning.</p>
<p style="text-align: center;"><b>Semantic and procedural knowledge</b></p> <p>How is the key semantic and procedural knowledge mapped out for each unit?</p> <p>Knowledge organisers capture the key sticky knowledge. Progression documents map out both semantic and procedural knowledge.</p> <p>Semantics - retrieval practise, vocab checks, consistent questioning at the end of a block of information to ensure that children are listening and taking in information, MIS slips</p> <p>Procedural knowledge - ensuring children have the opportunity to complete Fieldwork that enables them to practise and utilise the knowledge they have learned to develop skills outside of the classroom.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p>Formative - formative assessment in geography is similar to that of most other wider curriculum subjects in that we have various assessment methods throughout the lesson to ensure children are remembering what they are being taught such as our questioning, retrieval practice and MIS slips.</p> <p>Summative - MIS slips can also form part of our summative assessment as they take place at the end of the lesson as well as our end of unit quizzes and Flashback Fridays. EOU quizzes are our main baseline to check that children know and remember more.</p>
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Tier 3 vocab (subject specific) is taught explicitly at the start of every geography lesson. This is often recapped in future lessons, if appropriate, and sometimes tested with MIS slips or Flashback Fridays. (Example: T or F? The summit is the very top of a mountain)</p> <p>Vocab progression documents are also available for each Key Stage and is sometimes covered again as the children move through school. These are available for all teachers and used to inform planning and referred to and revisited in FB Fridays.</p>	<p style="text-align: center;"><b>Impact</b></p> <p>There are a few ways that I can measure the impact of geography at Dallimore:</p> <ol style="list-style-type: none"> <li>1. Talk to pupils and complete a pupil voice about geography, using knowledge organisers as a discussion guide. Asking children to explain different vocabulary on the KO ensures that they have both remembered it and have been taught it well. Talking to them about the sticky knowledge also ensures that they are knowing and remembering the key aspects of the curriculum we are planning.</li> <li>2. Work scrutiny also ensures that all aspects of learning are evident and taking place where necessary. For example, ensuring that there is a MIS slip for every lesson as well as a vocab check and the BAD tasks throughout.</li> </ol>