



Working Together, Learning Together, Growing Together

Friendship, Honesty, Perseverance, Positivity, Respect

Geography Curriculum

Our Curriculum Intent

Our geography is based upon the National Curriculum Programme of Study and the Oddizzi scheme of work, as well as the TT Education Progression in Geography document. In order to further personalise our geography curriculum, we have considered how our pupils enjoy learning and what they enjoy learning about.

Good geography teaching at Whitmore should include:

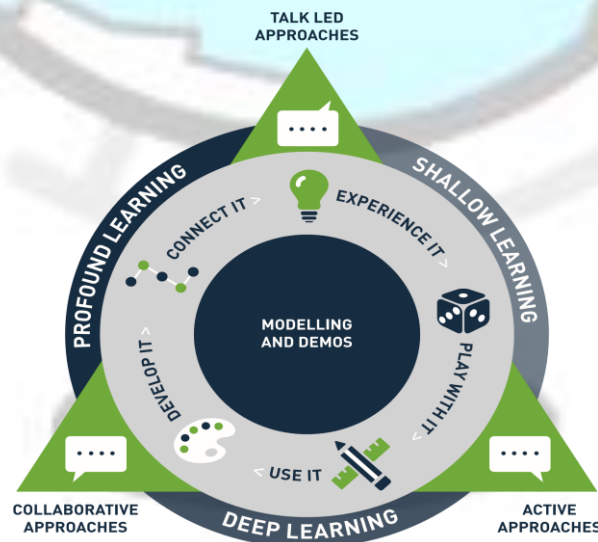
- opportunities for speaking and listening;
- high expectations of pupils;
- a suitable level of challenge so children can improve their confidence and resilience;
- a mixture of activity types so children can improve their attention and focus;
- chances to become independent learners;
- use of TT Education’s ‘Path to Success’ approach.

National Curriculum Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The Path to Success

The path to success is a way of planning teaching sequences created by TT Education, and we have decided to adopt it as part of our geography curriculum.



Stage I: Experience it

Pupils need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect a pupil to use relative clauses in a newspaper report if they have never really experienced this before in any type of meaningful context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.



“Hook, Experience, Context and Purpose” We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your pupils? What experiences did pupils bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the pupils have a clear purpose for their learning, or was it simply ‘complete the activities on page 10’?

Stage 2: Play with it

This refers to the **Gamification of Learning**. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the pupils but they also support pupils in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

Stage 3: Use It

Once pupils have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for pupils.

“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.” Chinese proverb

Stage 4: Develop it

Pupils continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the pupils as learners, actively engaging in the learning process. High quality modelling and demonstration should be underpinned by **an active, talk-led, collaborative learning climate**, in which pupils move from learners to teachers. If a pupil can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our pupils into becoming teachers. If a pupil can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another pupil, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface-level learning to deeper learning and understanding.

Step 5: Connect It

This refers to pupils making connections across the curriculum. With a deeper understanding, pupils will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the pupil from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

What does the Path to Success look like in geography?

This diagram shows some ways in which the Path to Success can be incorporated into a teaching sequence in geography. This is not a comprehensive list of the ideas that we use, but some possible examples of activities that may fit into our sequences of teaching.

Step 5: Connect it!

- Use ‘reading skills’ language in geography
- Link existing learning to previous ‘topics’ so pupils can see connections in learning
- Use ‘geography skills’ vocabulary as a thread to all geography lessons
- Link the subject topics to a range of core and foundation lessons you are working on at the same time
- Utilise geography themes as stimuli for writing and maths outcomes

Step 1: Experience it

- Give pupils ‘real’ experiences, exploring local areas and using ways to see their world ‘as geographers’
- Choose texts that explore ecological or geographical concepts (e.g. Flotsam – ocean waste dumping)
- Use research, technology, apps that allow pupils to access geography skills-based work for the current concept
- Trips, visits, visitors, the ‘real-world’ uses of geography skills
- Use Vocabulary walls and displays to enhance the learning language environment

Step 4: Develop it

- Collaborate!
- Pupils discussing how geographic skills can inform problem solving and creativity
- Discuss global issues and our response(s) to them
- Use activities to enhance vocabulary application and use of geography-based language
- Challenge, set tasks that require pupils to ‘teach’ about a period or aspects of ‘being a geographer’

Step 2: Play with it

- Word association games and follow-on
- Learn children’s games from around the world
- Apply ‘how would a geographer...’ thinking across the curriculum and outside of class time
- Play travel games – where would you like to live, and why?
 - Geography ‘flash’ – one day a week, share something globally awesome

Step 3: Use it

- With literacy requirements as a vehicle, and geographical exploration as a stimulus, explore with pupils how they can evidence their learning and thinking ‘as geographers’
- Evidence learning: pictures, videos, scripts, diaries, posters, etc.





Combining the National Curriculum and the Path to Success

Using the National Curriculum and The Path to Success approach, our sequences of lessons (and geography curriculum as a whole) will give the opportunity for pupils to:

- learn, use and understand key vocabulary related to the study of geography through quality oracy-based activities;
- discover more about the local area through first-hand experiences and fieldwork;
- learn about and understand the impact of geography on current events within our local area and the wider world;
- study and describe how physical geography can affect human activities and settlements;
- learn about and understand the effect that humans can have on the world around them;
- describe how different geographical features have formed over time;
- learn about how the skills they have learnt could be used in the wider curriculum and world e.g. potential careers.

Curriculum Implementation

Using the TT Education objectives and the National Curriculum to help us, we have created a set of disciplinary knowledge – these are skills that our children need in order to be successful when being geographers. These disciplinary skills are generic, in that they could potentially be applied to any unit of geography teaching. In order to help our staff plan and teach their lessons more effectively, we have chosen to map these skills to the units we teach. In order to ensure that we provide high-quality fieldwork activities, these are planned separately from our main units of geography learning, and do not necessarily have to link to them.

Using the Oddizzi scheme of work, we have also created a bank of substantive knowledge for each unit of geography learning, these are specific to the unit they are part of, and ensure that our children learn the key knowledge about the aspect of geography they are studying.

All of our disciplinary skills and substantive knowledge can be found in our [geography progression document](#). The term by term mapping of these objectives can be found in the [geography overview document](#).

Prior Learning

Every lesson includes a prior learning activity at the start of the lesson; at the start of each unit, explicit links are made to previous geography learning so that children are able to make links to their already established schemas. Prior learning allows teachers to check that previously taught knowledge and skills have been retained by the children. It also allows children to 'activate' their knowledge, thus giving them a 'hook' to attach their new learning to.

Vocabulary

Each unit has a selection of key vocabulary that children are expected to know and use in their speaking and writing. These words are key words that relate to the unit, but have also been chosen to help enhance children's wider knowledge of the world and increase their cultural capital. We have also used the TT Education vocabulary lists to help us create year group sets of vocabulary that children can use for talking about geography. In geography lessons, all the key vocabulary that children need is easily accessible on their knowledge organisers.

Visuals

Using well-designed visuals in the classroom helps children's retention of knowledge and improves their engagement with their learning. It is for these reasons that we have chosen to use symbols from Widgeo to represent every unit-specific piece of vocabulary, and the different categories of generic. We have identified our children's speech and language as a weakness across the school, so the strong and consistent use of visuals will enable our children to use more advanced vocabulary in their speaking and writing. We also use colour coding as a visual cue for children on our knowledge organisers – the yellow colour scheme matches the colour of the geography books that each child has.



Knowledge Organisers

Every geography unit has a single-page knowledge organiser. On these, the Super 6 take pride of place, next to a place where the children are able to RAG-rate how well they have done against that objective. The key vocabulary for the unit is clearly labeled, alongside the Widgit symbol that corresponds to that piece of vocabulary. In addition, each geography knowledge organiser has pictures, diagrams and key questions for the children to consider. Our current set of geography knowledge organisers can be found [here](#).

Curriculum Impact

Assessment and the 'Super 6'



SUPER 6

Each unit has six objectives, and these are a combination of disciplinary skills and substantive knowledge. These objectives are shared with the children throughout their learning, and form the basis of our planning and teaching. At the end of each unit, the children will assess themselves against their six objectives, so that they are able to feel an ownership and responsibility for their own learning. Children should know, or be able to easily check, their 'Super 6' for each geography unit using their knowledge organiser.

Teachers record assessment using the Super 6 assessment grids on Insight (our assessment tracking system). At the end of each term, teachers will RAG-rate the objectives they have taught, and decide if children are currently one of four standards. The standards are:

- **0 Taught, but not yet understood**
- **1 Some evidence, but not yet secure**
- **2 Objective secured**
- **3 Working at greater depth**

This rating of objectives will be used to inform and enhance future planning and teaching. The geography subject lead will also look at the termly assessments, and offer appropriate advice to teachers where necessary. At the end of each year, a final assessment for the academic year is added onto Insight. Teachers use their termly data to help them decide a final judgment for each child's attainment – children are assessed as working at, above, or below age-related expectations.

Where termly aims have not been achieved, teaching is adapted in subsequent terms to ensure that children do not miss vital knowledge and skills.