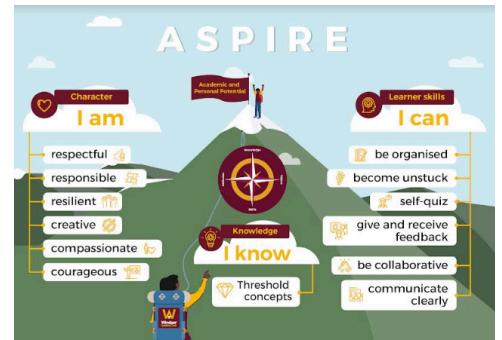
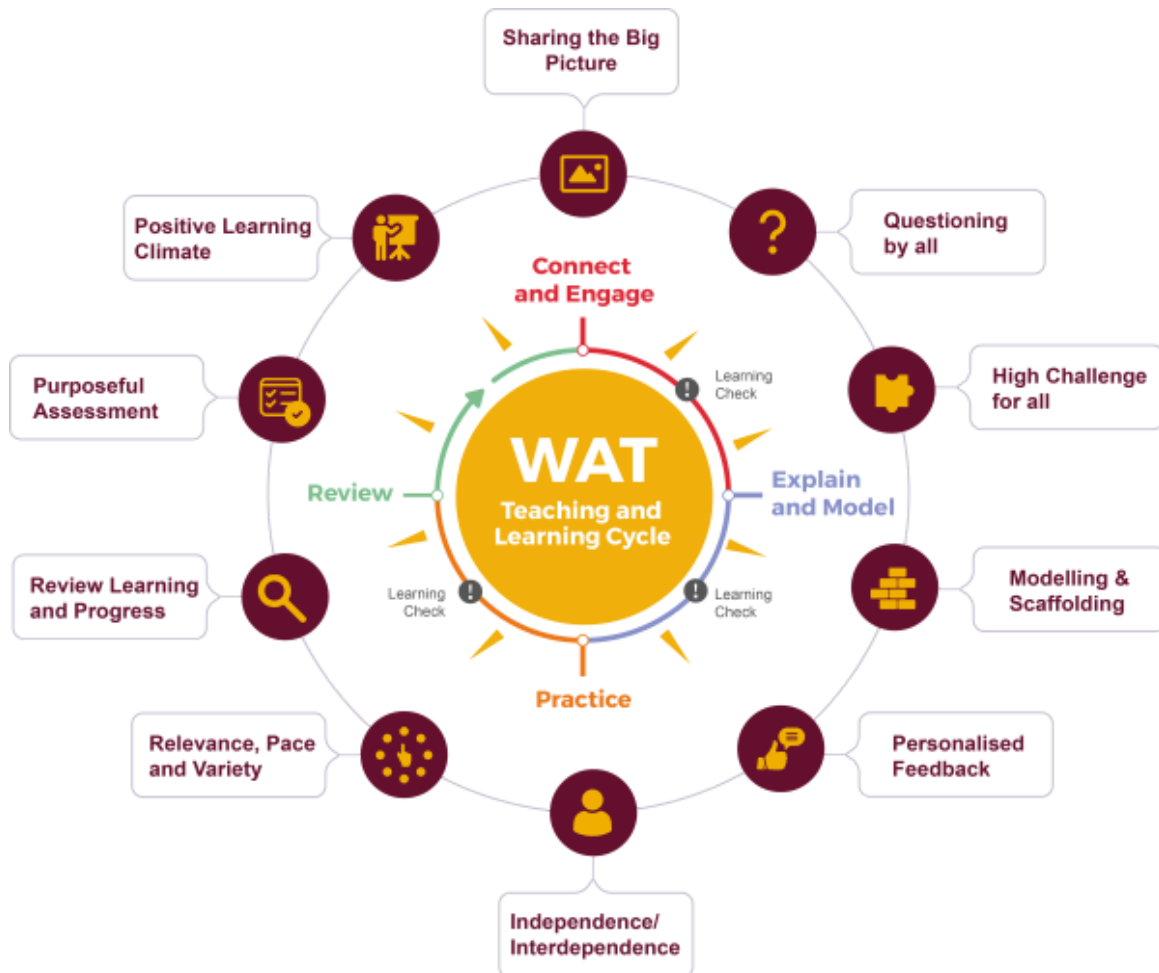


Geography

WAT Aspire Curriculum – our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



Teaching and Learning Cycle



Long Term Overview

Geography curriculum overview 23-24

EYFS







In the EYFS, geographic knowledge and skills form part of the three Prime Areas and four Specific Areas of learning and will be delivered as planned by the Early Years practitioners in line with guidance set out in the Statutory Framework for The Early Years Foundation Stage, published March 2021. The progression in Geography from EYFS to Key Stage One document above shows the knowledge and skills that pupils at the end of EYFS should have acquired and how these are built upon in Key Stage One.

KS1 and KS2

- Geography themes are taught in line with the WAT ASPIRE Curriculum overview as seen above.
- Pupils in Key Stage One and Key Stage Two will follow the National Curriculum Programmes of Study.
- Themes build upon pupils' prerequisite knowledge and ensure that substantive and disciplinary knowledge is taught in line with the Geography Curriculum Milestone overview.



Knowledge Organisers

Knowledge organisers for each year group sets out the skills, knowledge and vocabulary to be developed through the unit.

-  Year 1 knowledge organisers
-  Year 2 knowledge organisers
-  Year 3 knowledge organisers
-  Year 4 knowledge organisers
-  Year 5 knowledge organisers
-  Year 6 knowledge organisers

Geography Vocabulary

Geography vocabulary is planned progressively from EYFS through to Year 6 and key vocabulary is shared on the Knowledge Organisers. Additional year group vocabulary is identified on our Vocabulary progression overview here:

-  Y1 Autumn - Vocabulary Builder - Local Area (Villages, Towns, Cities and Countryside).pdf
-  Y1 Spring - Vocabulary Builder - Extreme Weather (Hot and Cold Comparisons).pdf



"Our aspirations are our possibilities – believe you can and you will!"

- 📄 Y1 Summer – Vocabulary Builder – Oceans & Continents (Atlantic and Pacific).pdf
- 📄 Y2 Autumn – Vocabulary Builder – The United Kingdom.pdf
- 📄 Y2 Spring – Vocabulary Builder – Comparing a UK Area to a Non-European Country (Kenya).pdf
- 📄 Y2 Summer – Vocabulary Builder – Oceans & Continents (Arctic, Southern and Indian).pdf
- 📄 Y3 Autumn – Vocabulary Builder – Regional Study of the West Midlands.pdf
- 📄 Y3 Spring – Vocabulary Builder – Study of Europe.pdf
- 📄 Y3 Summer – Vocabulary Builder – Fairtrade.pdf
- 📄 Y4 Autumn – Vocabulary Builder – Volcanoes and Mountains.pdf
- 📄 Y4 Spring – Vocabulary Builder – Natural Disasters (Landslides, Earthquakes, Tsunamis, Avalanches, ...)
- 📄 Y4 Summer – Vocabulary Builder – Study of Southern France.pdf
- 📄 Y5 Autumn – Vocabulary Builder – Rivers.pdf
- 📄 Y5 Spring – Vocabulary Builder – Climate Change .pdf
- 📄 Y5 Summer – Vocabulary Builder – North America.pdf
- 📄 Y6 Autumn – Vocabulary Builder – International Trade.pdf
- 📄 Y6 Spring – Vocabulary Builder – South America.pdf
- 📄 Y6 Summer – Vocabulary Builder – Amazon Basin.pdf

Assessment

The purpose of our assessment is to give appropriately timed feedback that focuses on moving learning forward. We use both formative and summative assessment to assess pupils' understanding, knowledge and skills.

Formative assessment;

These assessments take place in lessons as part of our teaching cycle. It can take many forms, such as Key Learning Tasks, multiple choice quizzes, short-answer quizzes or the use of whiteboards. They are often used in Smart Starts which frequently take the form of low-stakes retrieval quizzes. Marks from these are not collected or analysed centrally; they inform what the teacher does next. The teacher will then deliver appropriately timed feedback that focuses on moving learning forward

eg:

- Retrieval practice
- Evaluating 'What a Good One Looks Like'.
- Modelling, explaining and whole-class learning checks
- Use of our High Challenge for All framework to support scaffolding and high expectations for all

Summative Assessment

Post block assessments are carried out at the end of a theme to assess pupils' knowledge.

- 📄 Y1 Autumn – End of Unit Assessment – Local Area.pdf
- 📄 Y1 Spring – End of Unit Assessment – Extreme Weather.pdf



"Our aspirations are our possibilities – believe you can and you will!"

- 📄 Y1 Summer – End of Unit Assessment – Oceans and Continents.pdf
- 📄 Y2 Autumn – End of Unit Assessment – United Kingdom.pdf
- 📄 Y2 Spring – End of Unit Assessment – Kenya.pdf
- 📄 Y2 Summer – End of Unit Assessment – Oceans and Continents (1).pdf
- 📄 Y3 Autumn – End of Unit Assessment – Regional Study of the West Midlands.pdf
- 📄 Y3 Spring – End of Unit Assessment – Study of Europe.pdf
- 📄 Y3 Summer – End of Unit Assessment – Fairtrade.pdf
- 📄 Y4 Autumn – End of Unit Assessment – Volcanoes and Mountains.pdf
- 📄 Y4 Spring – End of Unit Assessment – Natural Disasters.pdf
- 📄 Y4 Summer – End of Unit Assessment – Study of Southern France.pdf
- 📄 Y5 Autumn – End of Unit Assessment – Rivers.pdf
- 📄 Y5 Spring – End of Unit Assessment – Climate Change.pdf
- 📄 Y5 Summer – End of Unit Assessment – North America.pdf
- 📄 Y6 Autumn – End of Unit Assessment – Trade.pdf
- 📄 Y6 Spring – End of Unit Assessment – South America.pdf
- 📄 Y6 Summer – End of Unit Assessment – Amazon Basin.pdf

High Challenge for All

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. High challenge is a focus for us at Manor Way and this is our 'High Challenge for All' rationale which sits alongside our Teaching and Learning cycle.

[High Challenge for All Model](#)

SEND

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- the use of visual prompts
- sensory audits
- task management boards to chunk tasks
- reading rulers, concentration cushions, fidget toys, sand timers
- Overlays etc.

All staff have high expectations of all pupils. By reviewing children's progress through formative, and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified

and support can be put into place to enable them to make progress. At Manor Way the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.

Geography Learner Tools

Each classroom has a Learning/Working Wall. This is reflective of current learning and displays modelling, key vocabulary and examples of high quality learning.

Pupils also have access to Geography information books and equipment where necessary inc. atlases, maps, globes, thermometers, compasses etc...

