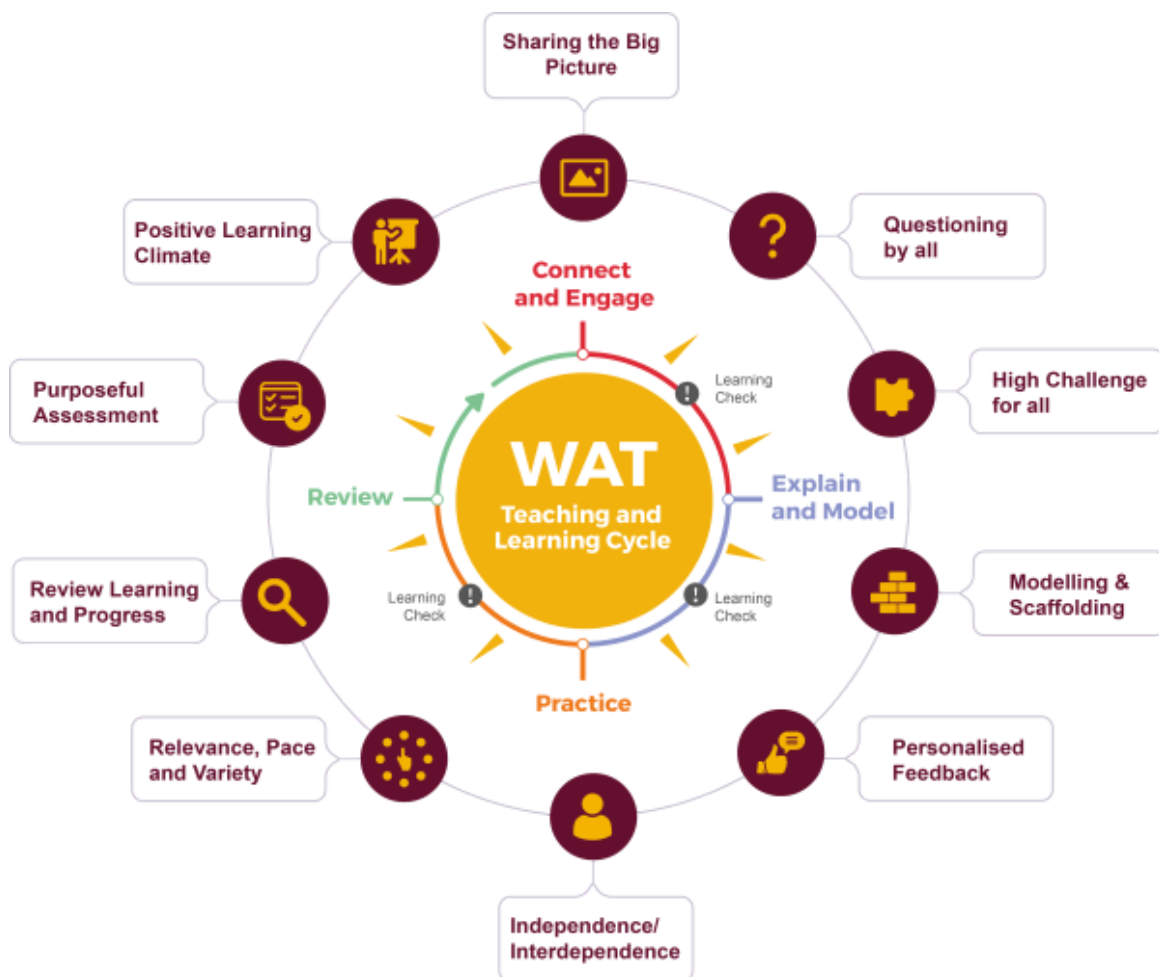


# Geography

**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





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

## Long Term Overview

[ASPIRE Curriculum overview](#)

[Geography Milestones](#)

### 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.

## Medium Term Plans

Medium Term plans have been developed in line with the Geography Curriculum Milestone overview and outlines the key knowledge and skills that children will develop. Our medium term plans are designed around a Big Question that encourages pupils' curiosity and drives forward their enquiry skills.

[Year 1 What a Wonderful World medium term planning](#)

[Year 2 What a Wonderful World medium term planning](#)

[Year 3 What a Wonderful World medium term planning](#)

[Year 4 What a Wonderful World medium term planning](#)

[Year 5 What a Wonderful World medium term planning](#)

[Year 6 What a Wonderful World medium term planning](#)

[Year 1 MTP Global Affairs](#)

[Year 2 MTP Global Affairs](#)

[Year 3 MTP Global Affairs](#)

[Year 4 MTP Global Affairs](#)

[Year 5 MTP Global Affairs](#)

[Year 6 MTP Global Affairs](#)



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## Knowledge Organisers

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

What a Wonderful World Knowledge Organisers:

[Year 1 Knowledge Organiser](#)

[Year 2 Knowledge Organiser](#)

[Year 3 Knowledge Organiser](#)

[Year 4 Knowledge Organiser](#)

[Year 5 Knowledge Organiser](#)

[Year 6 Knowledge Organiser](#)

Global Geography Knowledge Organisers:

[Year 1 Knowledge Organiser Global Affairs](#)

[Year 2 Knowledge Organiser Global Affairs](#)

[Year 3 Knowledge Organiser Global Affairs](#)

[Year 4 Knowledge Organiser Global Affairs](#)

[Year 5 Knowledge Organiser Global Affairs](#)

[Year 6 Knowledge Organiser Global Affairs](#)

## 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:

[Geography Vocabulary Progression EYFS-Year 6](#)

## 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



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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**

Pre block and post block assessments are carried out at the start and end of a theme to assess pupils' knowledge. Pupils' learning is also assessed at the end of a theme via our Key Assessment Tasks, these are designed so children can answer the theme which culminate

### **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...

