

Trafalgar Junior School: Geography curriculum overview

Subject	Intent	Implementation	Impact
<p>Geography</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • location knowledge • place knowledge • human and physical processes <p><i>Skills:</i></p> <ul style="list-style-type: none"> • geographical enquiry skills • map skills • fieldwork skills 	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> • explore locations of Europe, South and North American, including general geographical knowledge, positioning and significance • compare and contrast regional places of continents studied • describe and understand key aspects of physical geography, such as climate zones, rivers, mountains • describe and understand key aspects of human geography, such as land use, energy and trade links • develop geographical skills, including map skills and fieldwork study 	<p>Supported by: Geography Association, Oddizzi, Royal Geographical Society</p> <p>The geography overview outlines what is covered in each year group and how the subject is sequenced. Knowledge and skills build to ensure there is progression through our curriculum.</p> <p>Lessons include:</p> <ul style="list-style-type: none"> • developing geographical enquiry and perspective to learn how the Earth’s features are shaped, interconnected and change over time • discussions on the relationship between the environment and mankind in order to make judgements on current geographical issues • developing geographical map skills, including digital mapping with tools such as Digimaps and Google Earth • exploring our local area to develop the children’s sense of place and identity, and carry out meaningful fieldwork studies applying statistical analysis to our field study • differentiation and adaptation for all abilities <p>Timing:</p> <ul style="list-style-type: none"> • taught weekly for 3 half terms, and runs in conjunction with the history curriculum 	<p>Assessment includes:</p> <ul style="list-style-type: none"> • pupil self-assessment • on-going assessment during lessons with teachers adapting planning as required • assessment criteria within the planning support teachers in assessing where the children are with their learning <p>Monitoring:</p> <ul style="list-style-type: none"> • regular monitoring by SLT, YTLs and subject leads on a timetabled cycle