

## Trafalgar Junior School: Geography Curriculum Overview

Subject	Intent	Implementation	Impact
<p><b>Geography</b></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>• location knowledge</li> <li>• place knowledge</li> <li>• human and physical processes</li> </ul> <p><i>Skills:</i></p> <ul style="list-style-type: none"> <li>• geographical enquiry skills</li> <li>• map skills</li> <li>• fieldwork skills</li> </ul>	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> <li>• <b>explore</b> locations of <b>Europe, South and North American</b>, including general geographical knowledge, positioning and significance</li> <li>• compare and contrast <b>regional places</b> of continents studied</li> <li>• describe and understand key aspects of <b>physical geography</b>, such as climate zones, rivers, mountains</li> <li>• describe and understand key aspects of <b>human geography</b>, such as land use, energy and trade links</li> <li>• develop geographical skills, including <b>map skills</b> and <b>fieldwork study</b></li> </ul>	<p>We follow the <b>national curriculum</b> in geography, supported by specialists, such as the Geography Association and Oddizzi. The geography <b>overview</b> outlines what is covered in each year group and how the subject is sequenced. <b>Knowledge</b> and <b>skills</b> build to ensure there is progression through our curriculum.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• developing <b>geographical enquiry</b> and <b>perspective</b> to learn how the Earth's features are shaped, interconnected and change over time</li> <li>• discussions on the <b>relationship</b> between the <b>environment</b> and <b>mankind</b> in order to make judgements on current <b>geographical issues</b></li> <li>• developing geographical <b>map skills</b>, including digital mapping with tools such as Digimaps and Google Earth</li> <li>• exploring our <b>local area</b> to develop the children's sense of place and identity, and carry out meaningful fieldwork studies applying statistical analysis to our field study</li> <li>• adaption to suit all abilities</li> <li>• trips and visitors to enrich learning, eg. South America Day, Marble Hill and Orleans Gallery, pen pal links with Whitby Primary School</li> </ul> <p><b>Timing:</b></p> <ul style="list-style-type: none"> <li>• taught weekly for 3 half terms, and runs in conjunction with the history curriculum</li> </ul> <p><b>Supported by:</b> Geography Association, Oddizzi, Royal Geographical Society</p>	<p><b>Assessment includes:</b></p> <ul style="list-style-type: none"> <li>• pupil self-assessment</li> <li>• on-going assessment of prior and present knowledge during lessons with teachers adapting planning as required</li> <li>• assessment criteria within the planning support teachers in assessing where the children are with their learning</li> <li>• strategies such as: 'show me' mini-whiteboard exercises, Q&amp;As; marking, with children responding to marking; regular recaps of prior learning; quizzes; end of unit tests; revision sessions and tests of a variety of prior topics to test longer term retrieval and understanding</li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• on-going check-ins between subject leads and teachers</li> <li>• regular monitoring by SLT and subject leads on a timetabled cycle</li> </ul>