




















# Geography Curriculum





## Glascote Academy Curriculum

Aim	Our aim is for every child to be a citizen of the world with an instilled sense of <b>Pride</b> in themselves, in their work, in their school and in their community							
Trust Vision	Inspiring all to excellence							
Trust Values	We care 	We leave no-one behind 	We celebrate individuality 	We are brave 				
Virtues	Perseverance 	Respect 	Inquisitive 	Duty 	Expressive 			
Big Ideas	G Globalisation 	L Leadership 	A Adventure 	S Significance 	C Change 	O Observe Critically 	T Traditions 	E Enterprise 



# Curriculum Intent



Upholds and promotes our vision of "Pride"

Raises aspirations and opens their eyes to a world beyond their immediate surroundings

Shapes independent and co-operative learners who learn from their mistakes

Promotes a life-long love of learning

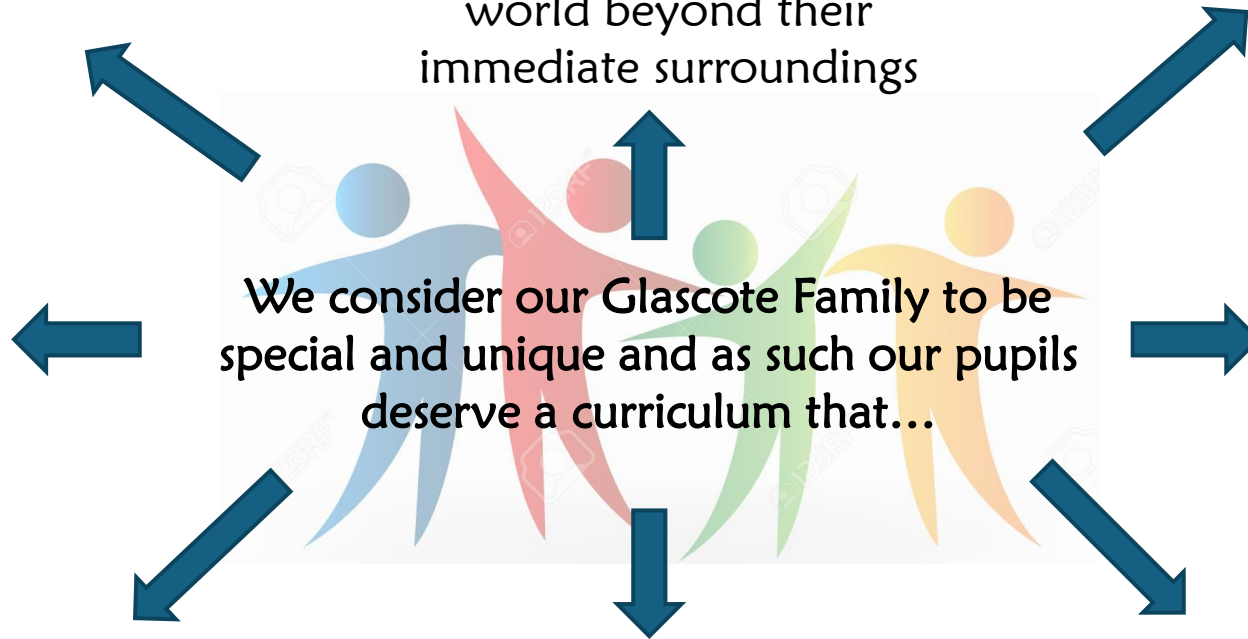
We consider our Glascote Family to be special and unique and as such our pupils deserve a curriculum that...

Promotes practical everyday life skills that prepare them for their future

Promotes creativity, curiosity, and confidence

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge

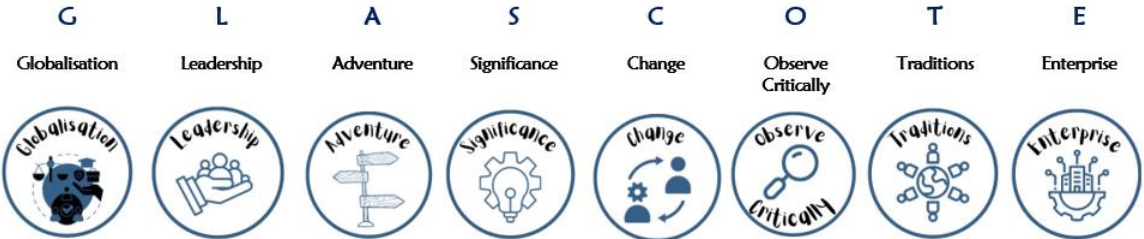
Builds character, resilience, self-motivation, and a will to succeed



**Subject Specific Sequencing and Key Concepts:** Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See Geography long term plan with key concepts)

**Big Ideas:**

These are the overarching ‘*Glascote*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘significance’; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from different cultures, religions and history.



**Character Virtues:**

These are the underpinning qualities and character traits stemming from ‘*Pride*’ that we desire all of our children, and staff, to demonstrate.



# IMPLEMENTATION – Our approach



**Geography** at Glascote Academy, is taught by following the scheme of work from Kapow. We chose Kapow for our pupils as we believe that it supports our aim to build citizens of the world, our intrinsic values, virtues and 'Big Ideas'.

*'Kapow Primary's Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.'* (Kapow)

# IMPLEMENTATION – Our approach

The sequential progression of substantive knowledge and disciplinary skills are set out to build and develop the following:

- map knowledge
- map skills
- geographical skills
- geographical enquiry
- location and place knowledge
- human and physical geography understanding

Staff at Glascote Academy create a positive attitude towards geography learning both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice are key facilitators used to support all children in their learning. Key vocabulary is an integral part of each unit of work, enabling children to have a greater understanding of important key concepts, '*Golden Threads*', thus enabling them to communicate geographical information.



## EYFS Development Matters 2020: Understanding of the World

Understanding of the world involves guiding children to make sense of the physical world and their community. The frequency and range of children`s personal experiences increase their knowledge and sense of the world around them.- from visiting parks, libraries and museums to meeting important members of society. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support, understanding across domains. Enriching and widening children`s vocabulary will support later reading comprehension.

## Key Stage National Curriculum Expectations: Geography

### Key stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### Key stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, and North and South America. This will include the location and characteristics of a range of the world`s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

# IMPACT– Our approach

At Glascote Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays, and Curriculum Power Points.

Impact is also measured at the end of a unit of work through:

- the use of subject specific Assessment One Notes
- Internal and external picture building

