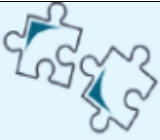

















Geography Curriculum

To inspire a lifelong curiosity and fascination about the world and its people.

INTENT		IMPLEMENTATION		IMPACT	
 <p>Alignment to National Curriculum</p>	<p>St Anne's uses the Geography National Curriculum as the basis of its curriculum planning. The curriculum has been adapted to incorporate local area and the City of Liverpool. We make use of the local environment, set in real life. Geography is brought to life through using the children's curiosity about the world around them. Pupils consider where geographical knowledge originates, and how they can learn the practices of geographers through locational knowledge, place knowledge, environmental, physical and human geography and fieldwork.</p>	 <p>Pedagogical Approaches</p>	<p>Enquiry-based learning in geography supports the development of pupils' knowledge. Through careful content selection and teacher guidance, it increases pupils' capacity to recognise and ask geographical questions. The curriculum content is split into component parts and is drawn from the breadth of concepts to give pupils the knowledge they need to appreciate the wider subject. The learning is tailored to meet pupils' prior knowledge and experiences.</p>	 <p>Approach to Assessment</p>	<p>There is no formal assessment for Geography. Throughout the course of the year, teacher's own assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils. Teachers use formative assessment, low stake quizzes, challenge provision and tailored questioning to assess.</p>
 <p>Sequencing and end points</p>	<p>The St Anne's geography curriculum has been sequenced carefully using a whole school long term plan and progression map, filtering into medium term plans for each year group. The progression of vocabulary, skill and knowledge is evident in each year group. Sufficient teaching time is allocated to cover the breadth of subject knowledge, and school leaders give careful thought to how geography is timetabled in EYFS, KS1 and KS2.</p>	 <p>Teacher's Expert Knowledge</p>	<p>A successful geography curriculum reflects teachers' careful thinking and rationale behind what is taught, the sequencing of learning and the relationships between the forms of knowledge. Teachers recognise that building pupils' knowledge of locations, or 'where's where', helps them build their own identity and sense of place. Pupils develop an appreciation of distance and scale.</p>	 <p>Performance Data</p>	<p>The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within parent's evenings and end of year reports. Children are recorded as ARE, GD or WT if they have remembered the knowledge, vocabulary and skills planned out for that unit of work.</p>

 <p>Communication Aims</p>	<p>As a school that demonstrates 'Excellence in Communication', the geography curriculum has been designed with a focus on vocabulary. The high mobility, poor communication and limited experiences have been considered throughout the design and giving children a maximum opportunity to progress despite these limitations.</p>	 <p>Promoting Discussion and Understanding</p>	<p>St Anne's uses Learning to Learn strategies to incorporate as much discussion as possible during all geography lessons. Pupils are encouraged to ask questions about the world around them and fill their curiosity. Our Oddizzi scheme provides many opportunities for children to work together with their peers, deepen their core knowledge, explore vocabulary and concepts with the aim of connecting this knowledge to the world around us.</p>	 <p>Pupil's Work</p>	<p>The children's geography work will be evident in their individual books. An emphasis is also placed on ensuring all learners are participating in the lesson, demonstrating their geographical knowledge, thereby preventing a narrowing of the curriculum for those learners. Work will be displayed in classrooms and across twitter.</p>
 <p>Addressing Social Disadvantage</p>	<p>Through our hands-on, enquiry based curriculum, with a focus on vocabulary, children are encouraged to explore the wider world and their local area. We aim for all children to become confident to navigate, explore and be enthused of their expansive knowledge of the world and people all around them. Children are given opportunities within lessons to experience the natural world, their local and area and their City filled with geographical landmarks. Our outdoor classroom and outdoor learning enables children to become increasingly familiar with their location and surroundings.</p>	 <p>Knowing More and Remembering More</p>	<p>The teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons. All units of work begin with pre learning assessments based on prior learning/OTIs. Ongoing lessons refer back to OTIs in prior year groups which are sequentially created. Geography is not just viewed as an isolated subject, instead one that is threaded throughout every aspect of school life, filled with cross curricular links and opportunities children to connect geographical knowledge and vocabulary everywhere.</p>	 <p>Monitoring and Evaluation</p>	<p>The subject lead has been given allocated time to monitor and evaluate all year groups. Subject lead takes a sample of GD, EXP, WT AND SEND books to monitor consistency across year groups and whole school approaches. The subject lead conducts pupil voice interviews to gauge children's positivity towards the subject and what they would like to see more of. The subject lead has spoken to teachers about resources required for each unit and how to further the curriculum.</p>

 <p>Local Context</p>	<p>Pupils gain the knowledge they need to develop an increasingly complex understanding of place. This helps them make a connection between location and geographical processes and personal experience. The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes.</p>	 <p>Teacher Assessment</p>	<p>Formative assessment - children's knowledge is assessed using the school's RCM assessment system from the work they produce which is recorded in their individual work books.</p>	 <p>Actions</p>	<ul style="list-style-type: none"> • Country day/ language day matched with Spanish • Oddizzi with new staff/expectations. • Outdoor learning
 <p>Enrichment</p>	<ul style="list-style-type: none"> • When using contemporary media coverage to engage and motivate pupils, teachers ensure that the geographical knowledge to be learned is always at the forefront of their teaching. • Books • Outdoor learning • Trips • Themed day -choose a country, food, flags, location, facts, 				