

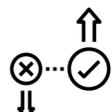


# Subject on a page: Geography

At Leverington, we believe Geography has a crucial role in our lives and a positive attitude towards the subject is essential for success.



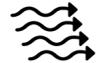
## Intent—We aim to...



Challenge children to become experts in substantive and disciplinary geographical knowledge.

Create a safe learning environment where pupils have time to consolidate their learning and recap key skills.

Draw upon prior knowledge and learning that has been taught through different year groups.



Equip students to become 'more expert' with each study they are exposed to.

Embed rich and specific terminology in order to help them children maintain high participation levels.



Challenge pupils to explain and justify their thoughts through examples and non-examples, with opportunities for subject specific dialogue.



## Implementation—How do we achieve our aims?



### Our approach



#### Strategic Long-term Plans

Geography content is planned chronologically with a clear logic for making connections with prior learning. This is especially true with EYFS provision and connections to Y1.

#### Knowledge & Vocabulary-rich teacher guides.

These guides include clear expectations for the National Curriculum, with connections to previous learning within the CUSP sequence. Units focus on specific skills with specified and tiered technical vocabulary.

#### Knowledge and Vocabulary Learning Modules

Vital knowledge and vocabulary is linked with contextual and important vocabulary to be explicitly taught. Teachers have access to a content-rich literature via Curriculum Visions and children practise and define vital vocabulary linked to their unit.

#### Cumulative Quizzing

Each unit provides lesson by lesson questions, which focus on retrieval, which in turn helps children to strengthen their memory. Children are quizzed at the start of a unit, and then at the end to see their progress. Every lesson allows for children to revisit previous content taught.

#### Knowledge Notes

These accompany every learning question and aim to support both the teacher and children; when they complete their work. These focus on reducing the load on their working memory, by keeping all of the information in one place, with important vocabulary highlighted within them.

#### Quality images & diagrams

Within each unit teachers use exciting images which aim to inspire the children and enrich the teaching sequence. This ensure that there is consistency across all year groups which aim to ensure they link in with an academic approach.



## Impact—How will we know we achieved?

Pupils' books will contain a range of activities to explore different geographical topics which build upon prior knowledge learnt across the key stages.

Pupils will be able to speak about their geography work passionately and articulately to demonstrate their level of understanding.

Working walls, display and the geography Padlet will reflect the learning that has been made, and the positive attitudes we have towards geography as well as providing high quality resources children need to learn concepts using a mastery approach.

End of Unit scores from Socrative, and end of unit study assessment sheets will reflect the progress that children have made across the unit, where a high number of children will achieve the expected standard or higher by the end of year.

Opportunities will be planned in to revisit and recap their knowledge—both when a unit is being explicitly taught, as well as through various points in the school year.

