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| **Trewirgie Geography Curriculum** | | |
| **Scope** |  | **Components- content and skills to be taught** |
| * National Curriculum coverage * Deliberate decisions made about what is taught when, building from EYFS with key strands identified (Locational knowledge, Place knowledge etc, as identified in the National Curriculum) | ●  ● | Key knowledge is identified through the strands, showing progression from EYFS to Year 2  Vocabulary is deliberately mapped out showing progression, building on year on year |
| **Lesson sequencing** | |  |
| * Each unit is broken down into individual 5-7 lessons which show how the lessons are sequenced, building on each other * Lessons to have a Learning Objective | ●  ● | Children will have access to texts which match their ability to support geography learning and learn about geographers Fieldwork is explicitly evidenced |
| **Retrieval** |  | **Enrichment** |
| * Planned and systematic opportunities for prior learning to be retrieval – from **previous units of learning** * Opportunities for prior learning to be retrieval – from **previous lessons**, within the lesson design | ●  ● | Education visits mapped into the curriculum to museums to enhance historical understanding - both National Curriculum and local history.  Eco club or environmental initiatives at school level started  (e.g. Plastic free status, recycling etc) |
| **CPD** |  | **SEND Adaptations** |
| * Evidence of CPD undertaken by lead. * Attendance at TPAT Geography Forum. * Evidence of CPD provided for staff. | ●  ● | Identify where barriers to learning are in the sequence of learning for specific adaptations for the 4 area of need SEND Adaptations made for children who may find recording challenging, including use of technology |
|  | ● | SEND Adaptations specifically for geography e.g. for children who find locational knowledge challenging |
|  | ● | SEND Adaptations specifically for fieldwork, including social stories and pre-teaching. |
| **Monitoring** |  | **Assessment** |
| * Monitoring schedule in place for geography * Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted * There is evidence of children showing knowledge and understanding in books, floor books or on a technology platform * Children can talk about geographers and the discipline of geography. * Pupil conferencing shows that children can talk through the learning ensuring that the knowledge matches the end points / knowledge organisers | * Formative assessment through verbal questions throughout the lesson planned in to assess knowledge and understanding * End of unit assessment appropriate to the learning / subject * Assessment strategy in place for geography clear to staff and children | |
| **Impact** | | |
| * The intended geography curriculum is enacted * Children have developed a love of geography and can talk about the world and how humans interact with the world enthusiastically * Children’s understanding of how geography impacts the wider world is enhanced and children can talk about possible careers in the geography industry * Children are knowing more, understanding more and doing more aligned to end points decided on by school * The geography curriculum is accessible to all children * Children can interpret data and have fieldwork skills, developing their knowledge and understanding of the world around them * Children are passionate about sustainability and the impact they can have on the environment | | |