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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 2Vocabulary 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
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| **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
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