

Subject Intent through our Values

Community - Our Geography curriculum aims to cultivate children's curiosity and fascination about the world, fostering a sense of community and awareness of how Geography influences lives on various scales. We strive to nurture resourceful, active citizens equipped to contribute to the world by providing opportunities to investigate diverse places and understand Earth's physical and human processes.

Peace - By learning about human geography, children develop an appreciation for cultural diversity and the importance of respecting similarities and differences. This knowledge fosters an understanding of sustainable development in physical geography, emphasizing its significance for the future of humanity, while ensuring accessible education for all.

Love - Children are encouraged to explore and investigate their local area of Ash to develop a strong sense of identity and appreciation for its uniqueness. This approach aims to foster a love for geography, enabling them to gain knowledge about their locality and understand how it contrasts with other parts of the world.

Resilience - In Ash, children are encouraged to explore their local area to develop a strong sense of identity and appreciation for its uniqueness. This method aims to foster a love for geography by helping them gain knowledge about their locality and understand its contrasts with other parts of the world.

How we make our curriculum exciting and engaging and increase children's cultural capital:

- Lessons are fun and provide a **challenging** and **enjoyable** curriculum for all children
- Activities are **carefully planned** and are supported using **equipment** and carefully selected **visuals**.
- **Practical Fieldwork** and **real-life activities** are provided to bring Geography to life and to make learning as purposeful as possible.
- **Visitors and trips** are carefully considered to complement the curriculum and maximise enrichment for the subject

Our Curriculum Approach

To support us with our learning in Geography, we are using **Kapow Geography scheme**. Our geography curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world. 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. It is an opportunity for our children **use and interpret** a wide range of sources of geographical information,



GEOGRAPHY

At Walsh Infants and Juniors

How we develop children's language, including subject specific and technical vocabulary and oracy.

We teach our children **geographical vocabulary** that is appropriate and accurate, ensuring it develops and evolves throughout the Early Years, Key Stage 1, and Key Stage 2. Our goal is for children to gain a growing understanding of geographical **concepts, terms, and vocabulary**.

Spirituality

Window to enable us to gaze at the world around us.

Mirror to reflect on what we are learning about and our impact on it.

Door is opportunity to respond and to do something as a creative conviction of our thoughts and convictions about what we have learned in each Geography topic.

How we Adapt Teaching to meet the needs of our Pupils:

- Teachers use the '**I do, we do, you do**' teaching cycle.
- **Scaffolded learning** through adult support, questioning, smaller steps and visuals.
- Prioritise understanding over task completion.
- Collaborative **group** work
- **Preteaching** new vocabulary and concepts
- **Dual coded** resources

Big Ideas

- | | |
|-------------------------------------|--------------|
| ○ Locational knowledge | ○ Observe |
| ○ Place knowledge | ○ Question |
| ○ Human and physical processes | ○ Analyse |
| ○ Geographical skills and fieldwork | ○ Present |
| | ○ Evaluate |
| | ○ Graphicacy |

Teaching and Learning Approaches used in this subject:

- Map skills
- Focus on developing both geographical skills and knowledge.
- Participating in Fieldwork relevant to the world around them.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- Real world examples – use of pictures, maps and geographical information to compare.
- Retrieval practice and low stakes quizzing
- **I do, we do, you do** to scaffold learning
- **Key vocabulary** is explicitly taught

How we Assess:

- Retrieval practice – flashback questions
- Regular **checks for understanding**
- End of unit **quiz**
- **Formative, summative and teacher assessment** is used to triangulate termly teacher judgements.
- **Progression** linked to the national curriculum