

Geography Intent

Marlborough Road Academy

Intent

We follow the United Learning Curriculum for Geography at Key Stage 1 and Key Stage 2. This is based on the National Curriculum for Geography (2014), which is taken as a minimum entitlement for learners in United Learning schools:

‘A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.’ (National Curriculum, DfES, 2014)

Building on the United Learning Framework for Excellence, The United Learning Primary Curriculum has six core principles:

Entitlement: All pupils have the right to learn what is in the Marlborough Road Academy curriculum, and we have a duty to ensure that all pupils are taught the whole of it.

Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.

Mastery: We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts.

Adaptability: The core content – the ‘what’ – of the curriculum is stable, but we bring it to life in our own local context, and teachers adapt lessons – the ‘how’ – to meet the needs of their own classes.

Representation: All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience.

Education with character: Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart.

Our school definition of geography is; a description of the world and the physical and human features in it. At Marlborough Road Academy the geography curriculum is designed to develop children's curiosity and fascination with the world. This is particularly important in a highly diverse community, as it enables pupils to make links with their countries of origin, as well as the place in which they live, and to understand the similarities and differences between them.

We recognise that progression and cohesion in the teaching and learning of geography needs to flow effectively from Nursery to Year 6 and on into K.S 3. We ensure that pupils master core content through identifying and revisiting key knowledge (substantive and disciplinary). We sequence the curriculum to allow for gradual development of vertical concepts – the 'big ideas' in geography – to provide firm foundations for KS3 and KS4. Our curriculum is designed to prevent common misconceptions that are often formed at an early age and prove problematic at the later stages of pupils' geographical education

The curriculum is structured around the following vertical concepts:

Human Processes

Physical Processes

- **Earth, Science and Geology**
- **Environmental Science**

Space and Place

Procedural knowledge is organised to include:

Scale and Perspective

Map Skills

Disciplinary knowledge is organised to include:

Enquiry and Fieldwork

Making Comparison

Interconnections

Forming Judgements

The curriculum builds towards carefully chosen identified end points.

The EYFS at Marlborough Road Academy follow the 'Early Years Statutory Framework for the Early Years and Foundation Stage' (DfES, 2014) through the United Learning EYFS curriculum. 'Communication and Language' is a prime area through which geography is taught.

‘Understanding of the World’ is the specific area in which pupils are introduced to geographical skills and knowledge.

In Key Stage 1, pupils build on the foundations of the EYFS curriculum developing their awareness of the world around them. They focus on their local area of Salford and Manchester. We feel it is important that our curriculum introduces the youngest pupils to places that are familiar to them. For example, pupils learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, use simple fieldwork and observational skills to study the geography of their school and its grounds, include relevant human features of local area, use directional language and identify daily weather patterns. Later in the year, they widen their perspective to include continents and the world beyond their locality, introducing compass directions, aerial photography, plan view and simple keys.

At Key Stage 2 pupil’s geographical perspective is widened still further. Pupils begin to look at key physical and human features of a range of locations (e.g. Year 3 within the UK and Year 4 in South America). Pupils look at settlement patterns within a region and begin to compare different types of settlement – e.g. favelas with urban dwellings in more affluent Brasilia. Pupils also consider patterns of land use and how this has changed over time, culminating in economic use of land and trade (Y5 /6).

As many of our pupils are new to English, developing language and communication skills across all areas of learning is the key to them grasping powerful knowledge. The geography curriculum has a focus on building vocabulary and explaining the meaning of words in context, modelling Standard English, oral rehearsal and repetition and review and practice.

At Marlborough Road Academy, the curriculum develops pupils’ learning in a range of contexts, both on and off site. Trips, visits and visitors therefore form a crucial part of our approach to learning (field work), giving pupils the opportunity to immerse themselves in a different place or location and have a better understanding of what it would be like to live there. Where possible, the geography curriculum is linked to the local area so that pupils gain an understanding of how what they have learned links to where they live. We also believe that it is important for pupils to explore Salford, Greater Manchester and the Northwest, so we arrange visits to different locations for them. For example, UKS2 visit the local supermarket to understand the supply chain from ‘Farm to fork’. All pupils experience the fieldwork aspect of this subject.

British values are integrated into our geography curriculum. Pupils are taught to understand the different ways in which communities and societies are linked and to appreciate the diversity of people’s backgrounds. This encourages positive relationships and shared values. We expect our pupils to show mutual respect and tolerance within local and wider communities.

Implementation

At Marlborough Road Academy, Key Stage 1 and Key Stage 2 lessons are subject specific. In EYFS, geography is taught in a way which is relevant to the pupils, so that they understand it

in terms of their own lives and the lives of those around them. Geography is taught alongside science and history in base times 2 times a week through the key area of 'Understanding the World'. This is where children are introduced to geographical language. There is a focus on theme every half term and learning in base times is developed through the continuous provision, both inside and outside.

All lessons at Marlborough Road Academy are crafted around Rosenshine's Ten Principles of Instruction and these form the structure of each lesson in the United Learning curriculum for geography.

- The teaching of the wider curriculum at Marlborough Road Academy is organised so that pupils are always first taught content in the most relevant subject. For example, pupils are taught how to use coordinates in mathematics before they are applied in geography.
- The geography curriculum is sequenced so that the disciplinary knowledge is explicitly taught and practised alongside the substantive knowledge, and regularly reviewed and built upon across the years and key stages
- Practical tasks are planned to have a clear purpose: to demonstrate or prove substantive concepts, or to allow pupils to deliberately practice working like a geographer in a relevant context. Practical tasks also generate an excitement and 'buzz' about the subject, which serves to motivate and inspire pupils to engage with their learning at a deeper level. Teachers select examples and applications of geography that inspire pupils' curiosity about the world.

Teachers at Marlborough Road Academy create a positive attitude to learning within their classrooms and reinforce an expectation that all children can achieve high standards in geography.

Our whole school approach to the teaching and learning of geography involves planning for the following;

- A pre learning quiz which takes place at least one week before the new learning is delivered which identifies gaps in prior knowledge that is needed to fully access the current learning.
- Gap teaching following the outcomes of the pre learning quiz.
- Pre teaching key vocabulary and concepts for SEND pupils.
- Each unit has a focus question, which pupils apply their disciplinary knowledge to their substantive knowledge to answer, in an assessment task at the end of that unit.
- A knowledge organiser outlining the substantive and disciplinary knowledge, including vocabulary and the correct definitions that all children must master.
- A cycle of lessons, which carefully plans for progression and depth.

- Educational visits, visiting experts and artifacts that will enhance the learning experience.
- Classroom working walls which detail current, prior and future learning, the substantive and disciplinary knowledge children will learn, key vocabulary with definitions, and the vertical concept the area of learning falls within.
- Sentence practice, which enables children to develop their sentence structure not only in English lessons, but throughout our school curriculum in different contexts
- Scaffolding within each lesson for children that need support and deepening tasks for children who require additional challenge
- Practical learning experiences and investigations within the classroom
- Learning through our hidden curriculum (lunch time activities), such as orienteering in the wooded area.
- The use of kagan structures to ensure that all children are fully participating in their learning in a supportive and safe environment
- High quality modelling and direct instructions
- Questioning to assess understanding (hinge point questioning, funnelling, direct), which form part of the Rosenshine principles
- Encouraging open-mindedness, self-assessment, perseverance and development of geographical skills – including observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating
- Links to other subject areas. As a school, we include as many opportunities for writing like a geographer in our lessons as possible, along with opportunities for using and applying maths, history and grammar practice.

Details of the topics studied are also shared with parents on the school website.

Impact

The United Learning Curriculum for geography progresses year on year, giving pupils the skills and knowledge that they need to move forward in their learning, alongside opportunities to apply their knowledge to different situations. When children keep up with the curriculum, they are making progress towards the identified end points. This enables pupils to access the next stage of their education.

Regular, low stakes assessments in lessons enable teachers to assess each pupil's understanding of the curriculum. These include:

- Pre-learning quiz for each unit, which takes place at least one week before the new learning is delivered and identifies gaps in prior knowledge that is needed to fully access the current learning.

- Post Learning Quiz; a low stakes quiz which is tested to support learners' ability to block learning and increase space in the working memory. This allows the teacher to assess how much key knowledge the children have remembered. The questions focus on the knowledge children can remember and not the activities completed. Post learning quizzes allow teachers to identify any gaps in knowledge and ensure appropriate children are targeted for support.
- Retrieval practice at the beginning of each lesson to review prior learning. This demonstrates how well children can remember and recall key knowledge. It also enables teachers to identify gaps in knowledge and/or address misconceptions with 'in the moment' feedback.
- Spaced retrieval after a period of time to assess how well pupils have remembered prior learning over time. Progress is demonstrated by children knowing and remembering more and by them being able to keep up with the demands of the curriculum.

Pupils' learning is recorded in geography books. 'Deep Dive' book looks with pupils give them the opportunity to explain their understanding of their learning. We give each pupil at Marlborough Road Academy the opportunity to not only strive to achieve academic excellence, but also to recognise and develop their individual talents and become the best person that they can be. With this in mind, we hope that pupils are inspired and enthused by our geography curriculum and will take an interest in the subject with them into the next stage of their education and their lives as adults.