


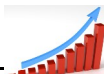






# GEOGRAPHY SUBJECT RATIONALE (Jan'21)

		
<p><b>CONTENT &amp; SEQUENCING</b></p> <p>Our Geography curriculum fully meets statutory requirements and includes study of locational and place knowledge, human and physical geography and opportunities to develop geographical skills and fieldwork.</p> <p>At Key Stage 1, topics are age-appropriate and begin with children drawing on their own experiences– for example of home, garden and locality; before extending to further afield in topics such as ‘Go Wild’. Some topics are also linked to seasons of the year or local features eg ‘The Seaside’. A number of topics also deliberately provide a foundation for deeper study at Key Stage 2, eg the link between Houses and Homes (KS1) and ‘Norwich’ (LKS2). This is intended to allow KS2 teachers to draw on prior learning and knowledge.</p> <p>At Key Stage 2, topics are again age-appropriate and have been developed over a number of years so that they engage and interest the children. Again there is a balance between local, national and further afield, as well as developing an appreciation of environmental and sustainability issues eg in ‘Natural World’ and ‘Water Cycle’. Content is also driven by skill themes drawn from ‘Geographical Association’ and the overarching school vision of skills for life, and the next steps in future learning in the subject.</p>	<p><b>LINKS WITH OTHER SUBJECTS</b></p> <p>All Geography units at Little Melton are delivered within cross-curricular topics, but individual subject skills and disciplines are retained. This is to give the children a more holistic experience, and help them to make their own links to related knowledge.</p> <p>In geography, a key link is the use of good quality childrens fiction to match the topic in <b>English or Guided Reading</b>. Examples of this would be ‘The Time Travelling Cat’ and ‘Stone Age Boy’ during Ancient Egyptian and Stone Age Bone Age topics in LKS2, all of which reinforce the geographical context through setting and description, as well as supporting progress in History.</p> <p>Geography also offers us a good vehicle to introduce <b>Art or DT</b>, for example in the making of mosaics during the Roman topic in UKS2, or in ‘cave art’ during ‘Stone Age, Bone Age’ in LKS2. A number of our thematic studies also have strong links to the <b>Science</b> curriculum– for example ‘Technology through the Ages’ (UKS2) linking to the Science topic of electricity. Links are also drawn to geographical skills and map reading across a number of the topics– to reinforce work done in <b>Geography</b>. Research on the internet, and the use of Google docs are also utilised in a number of historical projects to support skills learnt in <b>Computing</b>.</p>	<p><b>RETRIEVAL PRACTICE</b></p> <p>Each child is given a ‘Knowledge Organiser’ at the beginning of each topic. This contains key facts and vocabulary linked to the geography topic. It also includes a nudge towards further learning, eg linked texts to read, or websites to explore because we are keen to emphasise that the ‘Knowledge Organiser’ does not represent the totality of learning in a subject, but is just a starting point. A range of teaching strategies are used in each class to utilise the knowledge organiser, ranging from low stakes retrieval testing to using them as a reference material. Children are also given a copy to take home to explore with an adult to supplement learning in school.</p> <p>In addition to this, teachers routinely revisit taught content during lessons, both during introductions, recaps and consolidation sessions in plenaries. Use is made of questioning strategies such as ‘no hands up’, to test retrieval. Due to the clear mapping of the subject narratives; teachers are also able to look back on prior taught subjects and refer to them when teaching their related year group content. Teachers also use the first lesson of each teaching sequence to do an informal pre-assessment of existing knowledge, to help shape the teaching that will follow. See Teaching and Learning policy (knowledge retrieval)- Dec’2020.</p>
		
<p><b>PROGRESS</b></p> <p>Each subject, including Geography, has a ‘<b>skills progression</b>’ table, with key thematic skills to be taught progressively at each stage of the learning journey in each discipline. These subject skills are drawn from a <b>recognised national subject authority</b> eg The Historical Association.</p> <p>Progress at the end of each of the stages is recorded simply as ‘below’, ‘at’ or ‘above’ for each child.</p> <p>Subject leaders, as part of the ‘<b>20 minute monitoring</b>’ process, also conduct book scrutinies and have conversations with teachers about progress against the key skill themes for children in each class.</p>	<p><b>ENRICHMENT</b></p> <p>There are a variety of different geography themed visits at different points in the curriculum. These include: Sheringham coast, Norwich Museum (Norwich Through the Ages), Norwich Cathedral and local geography walks around Little Melton and of course the school grounds. We have an orienteering map drawn up for visits to our local resource on School Lane.</p> <p>We also make active use of both professional geographical visitors eg Antarctica Scientists (from UEA) alongside the use of people from our parental community with a particular expertise or knowledge. We use BBC weather online in KS1 to support updating the daily days of the week interactive boards.</p> <p>We also enrich our school resources with the use of borrowed artefact boxes and topic specific library book boxes (range of topics). All IPADS have Google Earth installed, and there are wall atlases on display in each class.</p>	<p><b>VISION FOR CHILDREN</b></p> <p>Each subject, including Geography, has a clear statement of intent for children. These are recorded on both the ‘subject narratives’ and the ‘skills progression’ documents for each subject. They were developed through discussion with staff and Governors (including parents) at Little Melton. They are driven by a consideration of being ‘skills for life’, to equip children with the tools for the next stage in their academic journey, and also for their future lives. We try also, through all of our curriculum offer– including the ‘hidden curriculum’ of daily informal interactions with children and modelling of attitudes and behaviour, to instill the core values identified as valuable for children growing up in our locality and local context.</p>