The Geography Curriculum

The geography curriculum is pieced together using the following principles:-

C1: Disciplinary Knowledge
We want children to understand what it is to be a geographer and to feel confident working/thinking this way. Pupils in Year 1 upwards gather data from fieldwork and present it in increasingly complex ways.

C2: Substantive Knowledge
We look to ensure substantive knowledge is taught and learned in a carefully planned progression. We make links back to previous relevant knowledge and make this explicit to the children in the elicitation exercises we carry out at the outset of each unit. From year 1 onwards the children record their place and location knowledge on a series of continent and world maps; they keep these throughout their time in school, adding new knowledge as they go.

We cover the National Curriculum. *'The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thoughts and said, and helps to engender an appreciation of human creativity and achievement.'* In addition, we make the environment and sustainability a thread that runs through the children's geography learning in every year group.

C3: Botheredness & Purpose
Where we can, we aim to narrow the focus of a topic and go deep and/or provide a moral or practical purpose for the learning. This way we hope our pupils will become not just enthused but inspired or concerned or morally engaged in the knowledge they are encountering.

Where possible these deep encounters will also touch upon our curriculum threads. Here are some examples of deep learning topics:-
Year 2- Deforestation and extinction
Year 3/4 -Plastics and pollution
Year 5/6-Deforestation in rainforests and the sustainability of the global clothing industry.

We have developed units from The Ministry of Eco-education and Power of Reading

We don't want a curriculum that simply engages pupils and keeps them busy....we need pupils to feel 'concerned,' to feel like it matters…we believe it is this personal investment that will tip them in the direction of independence and self-efficacy.

C4: Spirituality
We look to identify opportunities for spiritual reflection and growth both at the planning stage. We want our pupils to have a reverence for learning and life; to be

experiencing awe and wonder daily; to have a sense of something bigger beyond themselves. We want them aiming to live their lives by strong values and principles.

C5: Threads

Wherever possible we plan for units of work to deliver one of our core threads as well as the subject specific objectives. For example our 'Sustainable Fashion' unit delivers on our Eco thread and because the pupils are in Yr 5/6, this will mean they will be expected to speak their truth and change other people's opinions as part of their unit.

Teaching methods used in Geography
Lessons/ units will/ may include the following strategies:-

Re 'Engagement':
We aim, wherever possible, for geography lessons to be practical and purposeful.
E2.Establish a learning culture- growth mindset & learning powers

- I don't know YET- as the class motto- as opposed to I don't know or I can't do this.

- Any response is a good response—work with pupil responses as the raw material for learning in a lesson as opposed to looking for the correct response.

- Open it up- give tasks for pupils which have no one answer/ where there is no ceiling to the learning/ where there is lots of scope for discussing the learning process and celebrating effort and ideas rather than correct answers.

E3: High expectations & formative intervention

- WAGOLL- folder of best work from the year before to demonstrate expectations to the pupils.

- Practical—approach the learning again from a more practical and/or concrete angle

E4.Engaging activities to start unit/ lesson:

- Stimulus- look at objects/ pictures/ video- discuss

- Purpose- class receive a letter/ invitation/ message in a bottle

- Visit- pupils go on a visit to place of interest to stimulate their interest/ questions/ ideas

- Stories—pupils read a story that related to their subject// provided with a headline and asked to guess the story.

E5.Quality of Teacher Questions (ref also techniques to develop MASTERY)

- Asking why--- rather than is square a trapezoid ask why is it// rather than is this sentence a clause ask why is this a clause rather than a sentence?// rather than

is 23 a prime– <u>ask why</u> is 23 a prime?

- <u>Asking for clarification</u> (explaining. defining, giving examples, supporting, enquiring)

E9: Engaging with Challenge

- Embrace difficulty- encourage children to embrace difficult tasks and mistakes and to persevere. eg 'It's great that you're finding that tricky- it means you are learning.'.

- The pit—talk to pupils in terms of the learning pit—describing the place we find ourselves in when we don't know how to do something/ when the learning is a challenge—display pictures of the pit.

E11- How can we help our vulnerable/SEND learners with this?

- ∉ Offer a range of sensory resources that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources should be individually selected to help the pupil. This approach could form part of a wider sensory diet. These resources could include but are not limited to:
  - o Wobble cushion
  - o Wobble stool
  - o Stretchy resistance chair band
  - o Fidget resources
  - o Theraputty
  - o Movement breaks
  - o Standing desks
- ∉ Offer a visual task timeline as part of a task slicing approach
- ∉ Offer frequent and planned refresh/refocus breaks built into a visual timeline
- ∉ Keep focused activities short and intersperse with child-led activity
- ∉ Show what 'finished' looks like. Include top down models and working examples

Re: Thinking

T1: Generating thinking/ P4C (ref also techniques to develop MASTERY)

See 'Think' resources where you see a *

'When tasks are more complex for a pupil, the quality of meta-cognitive skills rather than intellectual ability is the main determent of learning outcomes' John Hattie 2009

- Visualisers- many uses- eg evaluate a pupil's writing.. eg demonstrate peer marking…eg analysising responses to test…eg evaluate photo of a DT product.

- Statements- Generate responses to a statement and discuss—eg This a picture of a Tudor queen; It is not possible to think without words; exercise leads to a healthy lifestyle; the wolf was innocent girls are cleverer than boys.

T3: How can we help our vulnerable/SEND learners with this?

- Offer additional thinking time to formulate responses and act upon

instructions. To
- support this warning of the question/response is useful
- Limit concurrent processing demands
- Offer short, personalised instructions in the correct task sequence
- Encourage the pupil to make a checklist
- Increase general visual support to aid recall and support thinking. This can be in the form of word webs, picture cues; visual task timelines, story maps and graphic organisers.

Re Clarity of Learning:

CL1: Know their starting points

- Statement- provide pupils with a statement and ask them to discuss it—also perhaps whether it is always or sometimes or never true, whether right or wrong/ true or false// agree or disagree// how to improve// etc

- Elicitation - task in maths around key skills/ concepts in upcoming maths unit

- Immersion –before trying to elicit prior knowledge, immerse pupils in the topic- eg visitor in/ resources layed out/ trip out

- Parent/ community expertise- elicit from parents their ideas/ knowledge/ expertise prior to topic taught

CL2: Be clear about the end point and the big picture

- Sharing the learning intention- needs to be clear and unambiguous. Careful to separate clearly the task instructions from the learning intention; provide examples alongside the learning intention to ensure they are fully understood.

CL3: Be clear about the steps to get there

- Success Criteria- The purpose of the success criteria is to make the children absolutely sure about what is in the teacher's mind as the criteria for judging their work . The success criteria can take many forms. Examples might include a model algorithm; a modelled piece of writing; a writing frame; a self-evaluation checklist; a learning mat or a list of vocabulary. Basically they are a visual aide-memoir for pupils and a reference point for teachers when explaining and then evaluating learning during a lesson

- WAGOLL- folder of best work from the year before to demonstrate expectations to the pupils.

CL4- How can we help our vulnerable/SEND learners with this?

Explicit Instruction: e.g. diagrams, images or tables on a mini-whiteboard.

Teaching skills and concepts in small steps.

Use examples and non-examples.

Cognitive and metacognitive strategies, e.g. low-stakes quizzing

Scaffolding, e.g. when students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to

provide less support of this nature throughout the course of the lesson, week or term. Can be visual, verbal or written.

Flexible Grouping, e.g. allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

Using Technology, e.g. speech-to-text software. Voice recording device to aid memory or to record their ideas for writing and check back.

Re Pupil autonomy:

PA1: Pupils exploring their own ideas and questions

- Immersion- before asking them what they know, pupils immersed in the topic / provided with experience to stimulate their interest/ ideas/ existing knowledge.

PA2: Pupil self-evaluation

- Brain dumps- pupils given 3 minutes to stop and reflect on concepts and ideas just introduced and make links to previous knowledge

PA3: Pupil independence

- 5B's— brain- board- book- buddy- boss- to encourage pupils to solve their query independently rather than going immediately for help from the teacher.

- Resourcing- ensure pupils have resources available in class generally and for specific lessons to ensure they feel fully supported in their learning.

-

PA5: How can we help our vulnerable/SEND learners with this?

Top tips to help with executive function in class

- *Working memory*
  - *Use short instructions and keep information brief. Don't overload the child with too much information at a time.*
  - *Encourage jottings or notes to reduce the load on their memory & use highlighters.*
  - *Give them extra time to process information and think about what they see or hear.*

- *Organisation*
  - *Visual/itemised timetables/kit lists/routines; chronological 'to do' lists.*
  - *Short, timed tasks using a sand-timer.*
  - *A task planner.*
  - *A list of the steps a pupil needs to take.*

- *Monitoring and self-evaluation*
  - *Checklists.*

- ***Planning to do a task***
  - *Model examples of work*
  - *Images that support vocabulary learning.*
  - *A word bank.*
  - *A writing frame.*
  - *Sentence starters.*

- ***Shift and cognitive flexibility***
  - *Use visual timetables.*
  - *Give verbal/visual notice of upcoming changes in tasks or routines.*
  - *Consistent routines for beginnings and endings.*
  - *Treat transitions as a separate activity; one to prepare and plan for, e.g. spend time talking about changing from one activity to another.*

Re Proof of learning:

PL1: All student response systems

- Randomiser/ numbers on each chair/ Lolly pop sticks--Have lolly pop sticks with pupils' names written on. Vary the way you use the lolly pop sticks, for example have a 'joker' stick which allows you to ask anyone you want or use other randomiser strategies. Call out number on a chair to answer. Use randomiser on white board. Use all 3 different methods in each lesson to keep it from going stale. Have pupil photos to pull out of pack.

PL2: Picking up on and responding to needs quickly:

- Do a quick check- move quickly around room picking up on how well the pupils 'get' the learning. Work out how many pupils are struggling and respond immediately through-

- Mini-lesson- provide those pupils who need it with another mini-lesson- explaining concept in different way

PL3: Feedback pupils to teacher
Learning is revisited to ensure that important knowledge and vocabulary has a chance to enter the long-term memory.

- Elicitations (possibly including diagrams and concept cartoons)- pupils revisit these

- Hinge questions- these based on the important concept that critical for pupil understanding. Present to pupils mid lesson to evaluate progress. Must be diagnostic not up for discussion. All pupils must respond. Must be able to collect and interpret all pupil responses within 30 seconds.

PL4: Retrieval Practice

- End of unit quizzes -Google Forms, Google Jamboard, Kahoot- https://kahoot.com/; Mentimeter https://www.mentimeter.com/; Carousel-

https://www.carousel-learning.com/; Quizizz https://quizizz.com/?lng=en; Quizlet-https://quizlet.com/en-gb; Get Plickers- https://get.plickers.com/

PL5: How can we help our vulnerable/SEND learners with this?
Some children may find the organisation to record their learning challenging. Therefore some ideas to support organisation include:

- 'Talk for writing' strategies Practitioner modelled sentence stems.
- Sentence cut ups. Practitioner writes the sentence, cuts into words, child orders.
- Technology can be used to record their learning and reduce barriers and empower reluctant writers. Examples may include: speech-to-text software.
- Opportunity to record learning via different methods - word processing, powerpoint, story frames, video, photograph.
- When letter formation/independent writing is not the focus, adults may scribe for the child, recording their learning and showing their understanding.