



Curriculum design: Intent, Implementation and Impact.

INTENT

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Busbridge Junior School, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

IMPLEMENTATION :Scope, Structure, Sequence

SCOPE: We follow the N.C. See LTP

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	Changes in Britain from Stone Age to Iron Age.	The Romans	The Romans	Water	Non-European study - Americas Brazil	
YEAR 4.	Anglo Saxons		Improving the Local Environment		Weather and Climate	Non-European Study e.g Mayan Civilisation
YEAR 5.	The Victorians		Natural Disasters (Human/physical geog)		Greece The Ancient Greeks	
YEAR 6.	Ancient Egypt		Godalming Open History/Geog Study $\frac{1}{2}$ term each		Rivers	Mountains

STRUCTURE:

Aim: for the subject to flow. The units are not designed to be episodic standalone units but we want them to link- to be cumulative, coherent and connected. (See progression of skills and knowledge document .) We aim for geog to be a mastery curriculum- a modular curriculum with component lessons. The strong links between the substantive knowledge and the disciplinary skills are combined to help the children act as geographers-



developing key knowledge but skills of geographical enquiry also. It is an ambitious curriculum designed to challenge MA but also scaffolded to support LA and SEND – all the children follow the same learning objective.

Units are built around the principles of advancing cumulative knowledge.

Action research: We use retrieval and spaced retrieval practices to connect new content to prior learning. We have a big focus on vocabulary – revisiting words thro quizzes etc.

SEQUENCE: THE PROGRESSION OF SKILLS DOCUMENT MAPS THE DISCIPLINARY SKILLS/CONCEPTS ACROSS THE KEYSTAGE.

- Each unit has built in practise, retrieval and reinforcement of the key concepts to ensure knowledge sticks in the long-term memory.
- For learning to stick in the long-term memory we teach geographical knowledge in meaningful contexts and in a connected way.
- Geography key concepts are identified from the National Curriculum for children to be procedurally fluent in geography and these underpin the geography curriculum map.

IMPACT:

Geography teaching focuses on important content. This content is revisited frequently and pupils are given regular opportunities to retrieve their knowledge.

- Teaching is clear and builds on pupils' prior knowledge.
- Teaching uses narrative, story and rich historical contexts to support learning of new material.
- Planning takes the needs of all pupils into account.
- The needs of pupils with SEND are taken into consideration and planning and resources are adapted accordingly.



Cherish  *Challenge*