

Trafalgar Infant School: Geography Curriculum Overview

Subject	Intent	Implementation	Impact
<p>Geography</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • location knowledge • place knowledge • human and physical processes <p>geographical enquiry skills</p> <ul style="list-style-type: none"> • fieldwork skills 	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> • Name and locate continents and oceans • Identify characteristics of countries and capitals within the United Kingdom • Understand geographical similarities and differences in human and physical geography • Identify seasonal and daily weather patterns • Use basic geographical vocabulary to refer to key physical features and key human features • Use simple compass directions (North, South East West) 	<p>We follow the national curriculum in geography, supported by specialists, such as the Geography Association. The Geography overview outlines what is covered in each year group and how the subject is sequenced. Knowledge and skills build to ensure there is progression through our curriculum.</p> <p>The Geography curriculum is planned and sequenced so that new knowledge and skills build on what has been taught and towards clear end points</p> <p>Lessons include the opportunity for children to:</p> <ul style="list-style-type: none"> • develop their geographical skills enquiry, together with their knowledge and understanding of places and the people who live there • study locations close to home as well as further afield. (locational and place knowledge) • begin to understand patterns and processes (such a seasonal changes and how human and physical features affect places) <p>Our Geography curriculum is further enriched in the following ways: School trips to historical places, workshops, visiting speakers, themed days and first hand artefacts.</p> <p>Timing:</p> <p>Geography is taught across each ½ term</p>	<p>Assessment includes:</p> <ul style="list-style-type: none"> • pupil self-assessment • on-going assessment of prior and present knowledge during lessons with teachers adapting planning as required • assessment criteria within the planning support teachers in assessing where the children are with their learning • strategies such as: ‘show me’ mini whiteboard exercises, Q&As; marking, with children responding to marking; regular recaps of prior learning; quizzes; end of unit tests; revision sessions and quizzes of a variety of prior topics to test longer term retrieval and understanding <p>Monitoring:</p> <ul style="list-style-type: none"> • on-going check-ins between subject leads and teachers • regular monitoring by SLT and subject leads on a timetabled cycle