

Geography Curriculum Overview

The geography department's vision is to give pupils the knowledge and skills to be active global citizens, who can go on to live a life of choice and opportunity.

What knowledge have we selected in our curriculum and why?

Our geography curriculum is driven by the whole-school vision to give students the skills, attributes and academic qualifications to go on to live lives of choice and opportunity. In selecting and sequencing knowledge for our curriculum, we are guided by the national curriculum and led by our whole-school curriculum design principles.

At Reach Academy, we know that outstanding geography teaching gives students a strong foundational knowledge of location and place. Important geographical skills like using maps; atlases; globes; and digital mapping grow progressively more challenging in each year group. To be successful geographers, pupils must use locational and directional language; use aerial photographs to explore places; devise maps which demonstrate a secure knowledge of scale; and read Ordnance Survey maps. Furthermore, we understand that opportunities for fieldwork are vital for our pupils to become successful geographers. At Reach, pupils are given opportunities to make observations; collect data that they analyse; and present their findings. All of these skills are built into our geography curriculum.

1. Knowledge-rich: Knowledge in each unit is carefully planned and sequenced by the geography leads through the medium of booklets. The geography curriculum seeks to give pupils a solid knowledge of our world and its human and physical features. Pupils will have excellent locational knowledge and will use a variety of maps to locate different places. Pupils will be able to identify and describe a location's human and physical features. Furthermore, they will be able to explain similarities and differences between places. As they progress through the school, they will also learn how to conduct fieldwork in order to answer enquiry questions.

Every unit has an accompanying knowledge organiser containing the relevant tier 3 vocabulary, as well as the core knowledge for each lesson. Every lesson begins with retrieval practice which strengthens the recall of knowledge covered in previous units and lessons. All geography lessons include explicit vocabulary instruction and exposition through storytelling, so that new knowledge is strongly embedded in pupils' schema.

2. Backwards planned: In our all-through sequencing of our curriculum, knowledge is built upon as pupils progress through the school. So pupils will, for example, learn first about natural and human features within their local community before evaluating other places using the same lenses. We have a strong focus on teaching the disciplinary skills of a geographer and ensure that these skills are built upon year upon year.

3. Carefully resourced: We continually improve the central resources on our drive each year; we adapt them to the learning needs of our groups, co-plan for mixed attainment groups and use our booklets to ensure every learning objective is delivered. All-through

our school we are aligned about what excellent teaching in geography looks like: employing explicit instruction, teacher modelling, accountable independent reading and using systematic assessment for learning in lessons - our booklets reflect this.

We carefully select examples and questions in our independent practice during lessons, using scaffolding to ensure our curriculum is accessible to all pupils and interleaving to secure, long-term, deep and adaptable understanding of geography which pupils can apply in different contexts.

4. Aspirational, inclusive and diverse: Aspiration in our curriculum is seen in our high expectations of pupils and in the rigour of our booklets. There is a sense of joy in geography lessons and this is evident through the pace of lessons, the use of choral response, partner talk, essay writing mornings in primary, and the celebration of pupil work.

We support and ensure our curriculum is inclusive for pupils with a range of needs first and foremost through high quality teaching: this means explicit instruction, scaffolding, adapting teaching according to AFL (assessment for learning), providing learners with worked examples and using diagrams to accompany explanations (dual coding). Our scaffolding is evident in our exposition, questioning and through use of aids where appropriate. Our curriculum is pitched high and we scaffold up. As a small school, we know our pupils and their needs very well, using the Graduated Approach to trial in-lesson interventions with our SENCO.

Diversity can be seen clearly across the curriculum: we ensure that pupils are exposed to human and physical geography in a range of global case studies.

5. Rigorously assessed: We systematically assess pupils in lessons by teaching responsively through a range of AFL strategies; through low-stakes assessments; and in formal assessments at the end of every half-term, after which we deliver whole-class feedback.

Our 'Do Nows' are a means of retrieval practice used to recap previously taught topics and are planned meticulously, considering spacing and interleaving of practice. Our low-stakes assessments are a key way of seeking and, via WCF, closing gaps in knowledge.

Formal assessments provide robust student data that can be used formatively to re-teach content identified in QLAs (question level analysis) through WCF (whole class feedback), and summatively to consider the snapshot of attainment and progress at that time.

6. Regularly evaluated and reflected upon. We use structures such as subject management, department meeting time and pupil progress meetings after formal assessments to frequently reflect on our curriculum. We consider its design, its resourcing, its implementation and its impact; making changes immediately or logging them for the next academic year. Constant reflection on our implementation takes place

through our instructional coaching system, in which every teacher receives a weekly action step to improve their implementation of the curriculum. The humanities leads for primary and secondary also meet on a fortnightly basis to reflect on the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1			Seven Continents		London	Explorers
Y2	Oceans and Seas			Mountains, Volcanoes and Earthquakes		Villages, Towns and Cities
Y3				Feltham: A Geographical Study of My Local Area		Migration
Y4	Water, Weather and Climate					Rivers
Y5		OS Maps			Energy and Sustainability	Slums
Y6		Biomes		Fieldwork		Population
Y7	Introduction to the UK Physical landscapes of the UK		Weather and climate in the UK		The Development Gap	
Y8	The development gap		Tropical rainforests		Ice and Climate Change	
Y9	Energy and geopolitics		Arid environments and food security		Coasts	
Y10	Natural hazards		Changing Economic World Coasts		Rivers Urban Issues and Challenges	
Y11	Urban Issues and Challenges Changing Economic World		Resources Revision and pre-release			
Y12	<ol style="list-style-type: none"> 1. Changing Places 2. Water and Carbon Cycles 3. Contemporary Urban Environments 4. Hazards 					
Y13	<ol style="list-style-type: none"> 5. Global Systems and Global Governance 					

6. Coastal systems and landscapes