



Aspiring Ashwood

Geography

Geography

Intent



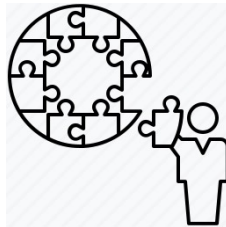
At Ashwood Spencer, we have created a Geography curriculum that enables pupils to understand the world around them in line with global themes, inclusive to the diverse needs of all our learners. We actively promote an awareness and appreciation of the natural world and environment with all its physical and human features and an interest as to how landscapes have transformed over time. Opportunities to compare and contrast landscapes and localities, form a vital element to our curriculum design. Pupils are encouraged to become modern navigators, explore our diverse school community and celebrate the rich culture that we share.

Planning



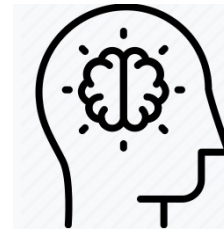
The knowledge, skills and understanding that the children will be taught on their Ashwood journey is clearly mapped out. Teachers use this to plan their sequences of learning. Geography is a driver for our Creative Curriculum and is taught through the Global Theme conceptual lenses. The knowledge children will learn has been carefully selected for the children at Ashwood, and has been mapped out to ensure that knowledge, skills and understandings link across topics and year groups. The planning is progressive and engaging. The long term planning is based on the National Curriculum. However, we exceed the requirements across the key stages in order to provide our children with the knowledge they need to be global citizens. Geography is planned to compliment the History and science curriculum. It is sequenced in a way that provides prerequisite knowledge and understanding.

Implementation



Geography is taught through an inquiry approach where ever possible. This allows the children to use their geographical skills and knowledge to arrive at deeper conceptual understandings themselves. It is this deeper understanding that is transferrable across time and situation. Low stakes quizzing is used to embed knowledge and make it sticky. Retrieval strategies are used throughout sequences of learning to ensure that the children know and remember more. We offer children the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, video and aerial photographs, and we enable them to use ICT in Geography lessons where this serves to enhance their learning. Geographical skills such as observation and fieldwork are taught alongside the teaching of knowledge to ensure that the children have the opportunity to be geographers themselves.

Assessment



At Ashwood Spencer Academy we assess the children's work in Geography by making formative judgements as we observe the children during lessons. Pupils also undertake a selection of low stake quizzes throughout the half term which enables spaced retrieval opportunities to embed the learning further. Pupils are also quizzed regularly. The content of these quizzes may be current learning or previous learning. Once the children complete a unit of work, teachers make a summary judgement of the work for children and consider whether they have yet to obtain, obtained the expected standard or exceeded the expectations for the half term. Geography is assessed against 5 geographical strands taken from the aims of the National Curriculum. These include, location, direction, field work and observations, human and physical geography. We record the overall judgements on Google Drive which allows detailed analysis to take place by the Geography lead and Geography team.

Enrichment



Children 'travel the world' throughout their Ashwood geography journey. Our aim is for our children to be active, effective global citizens. Throughout their journey, different fieldwork opportunities are organised to enhance the geography curriculum. These fieldwork experiences have a clear purpose to them and build on existing fieldwork skills gained in previous years learning. New skills are then introduced to develop pupils knowledge and understanding further within this field of work. Through such opportunities, children have first hand experiences that encourage pupils to reflect and to develop new skills, new attributes or new ways of thinking. For example, in KS1 pupils became familiar with the surrounding local area through a local walk around the area to identify landmarks. Through opportunities such as trips and visitors, children have first hand experiences that encourages reflection about experiences to develop new skills, new attitudes, or new ways of thinking.

Linking Learning



Each time geography is taught, it contributes to one of our 'Global Themes'. This ensures that new knowledge is linked back to key concept for the children to deepen their understanding. Our geography curriculum is knitted together with our other subjects which ensures that clear links are made between year groups, subjects and topics. Teachers use retrieval techniques to ensure children have the prior knowledge in which to link new learning so that can know more and remember more. Links in learning are made explicit to the children across subjects, terms and year groups.

Geography

National Curriculum



Exceeding Curriculum



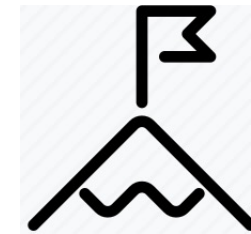
The Ashwood Children



Ambitious for DP, SEND and EAL



How is it challenging?



An Ashwood Geographer



Our geography curriculum fulfils the requirements of the National Curriculum. All aims and subject content statements are met by the time the children have completed their Ashwood Journey. The programmes of study are taught in the allocated key stage. Children begin their journey as geographers in EYFS.

In order to prepare our children for being active, effective global citizens we exceed the requirements of the National Curriculum. For example:

- A whole topic on a coastal town to promote cultural capital and deepen understanding of required vocabulary such as 'beach'
- We do a local study in year 1 of our immediate locality in order to provide the basic conceptual understanding needed to go on to study a small area of the UK (Derby) in year 2.
- In KS2, single objectives have been turned in to whole topics to enable deeper knowledge and understanding and ensure that children have the prerequisite knowledge to build their learning in other subjects.
- In year 3 we dedicate a whole half term to settlements and land use as this underpins many of the topics throughout KS2.

Deliberate curriculum choices have been made, where possible, to ensure the curriculum is relevant to the Ashwood children. Our geography curriculum begins by centring around the child's immediate geographical location and then branches further out to Derby, the UK and then the world. Our geography topic choices we made to ensure children know more and remember more through linked learning, therefore, many geography topic choices go hand in hand with the sequencing of history and science. We know that our children lack cultural capital and knowledge of the world and the influences that led to how the world is today so we have ensured that our geography curriculum is broad and full.

Our curriculum is ambitious for all children. All children have access to the curriculum and to ensure that children can access it, we ensure that for disadvantaged pupils, we include:

- Experiences of different places (visits/videos/photographs/technology)
- Bringing the outside world in (visitors)
- Creating a different country/climate within school
- In-school orienteering (mapping the school, etc.)

For our SEND and/or EAL children we include:

- Visual representations
- Real-life experiences (through technology and field-trips)
- Acting things out through drama and song
- Dual-coding throughout lessons
- CIP3

Knowledge and understanding that is mapped out in our geography curriculum which is particularly challenging includes:

- Continents and oceans - the sheer size of the world and our part in it
- Time zones - longitude and latitude the conceptual understanding around this.

Having studied our geography curriculum, an Ashwood child will leave us :

- With knowledge of the wider world around them and their local community.
- With understanding how the world has changed over time.
- Able to compare and contrast different cultures to have a greater appreciation of different cultures and tolerant and mutual respect (British Values)
- Knowing the importance of sustainability for their planet and what they can do to help climate change and future of their world.
- With the ability to read different texts (maps, scales, symbols, signs)
- Knowledge of how the world is interconnected