

TRINITY CHURCH SCHOOL

GEOGRAPHY CURRICULUM

Curriculum Intent

Learning is a change to long-term memory. To this end, our aim is to ensure that our children experience a wide breadth of study and will have committed to their long-term memory an ambitious body of procedural and semantic knowledge (knowledge and skills).

At Trinity Church School, we ensure that we inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips our children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Breadth of Study

Key Stage 1

Children will develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation.

Key Stage 2

Children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will also develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children will be taught the following elements within the Geography curriculum:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Our curriculum distinguishes between subject topics and *threshold concepts* which tie together the subject topics into meaningful *schema*. The same concepts are explored in a wide breadth of topics. Our *forwards and backwards engineering* of the curriculum allows children to return to the same concepts over and over again, gradually building their understanding of them.

Threshold Concepts

We have identified threshold concepts, the most significant knowledge in the subject, which form a schema for pupils to assimilate new knowledge and are referred to in a wide breadth of topics.

Investigate places This concept involves understanding the geographical location of places and their physical and human features.	Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.
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Progression - Milestones

For each of the threshold concepts, three milestones (each of which includes the procedural and semantic knowledge students need to understand the threshold concepts) provide a progression model.

Within each milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

Assessment

As part of our progression model we use concept maps, a form of summative assessment which show our curriculum expectations in each cognitive domain. We assess the outcomes for geography through concept maps which are built into our planning to help us assess how well and how deeply pupils know and understand what we have taught and what the children have learnt.