

A Guide to Geography at St Marys

How we organise and sequence our Geography learning:

At St. Mary's we follow the pathways set out by the MSNP Trust and follow their unit plans. We then check against the National Curriculum statements to ensure all objectives are covered in each Key Stage.



Geography is taught in alternative weeks to History, so topics are run concurrently over two terms. This ensures that children are receiving Geography teaching throughout the year, therefore embedding learning into the long-term memory more effectively.

Threshold Concepts

We base our teaching around 9 Threshold Concepts or "Big Ideas" that come up repeatedly in our Geography learning.

Over time, the children make links and connections between their learning progressively through each year and develop schema.



The Threshold Concepts are constantly referred to by teachers and visual posters are on display in classrooms so that children can see the concepts they are learning about.

Recap and Recall

Lessons always start with a recap / recall question(s) on previous learning. This can refer to learning in a previous lesson, topic or previous year group and teachers are encouraged to mix up their recall questions to ensure a wide variety of learning is revisited.

Fieldwork and Resources

Since the ending of Covid restrictions, a focus moving forward is to have more fieldwork opportunities to support our Geography learning. Children are encouraged to use resources such as maps, atlases, digi maps and google earth to support their learning and understanding of key concepts.

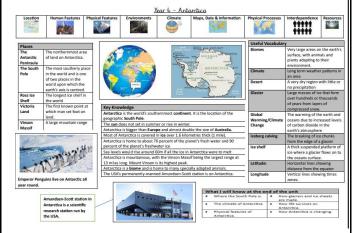
The main body of the lesson follows the suggested content set out in the geography pathways and the lesson focus is the question in the pathway. For example:

How are people changing Kenya?

The lessons end with an exit ticket style question which either goes in books or is done as a verbal quiz at the end of the lesson.

Each topic has a knowledge organiser which children use throughout their learning and as a revision aid should they need it.

All knowledge organisers include the threshold concepts, relevant images, key tier 3 vocabulary and maps and data where relevant.



Quadrant Quizzes are undertaken at the end of each topic and are then revisited on a termly basis afterwards, therefore ensuring that learning is frequently revisited.

Assessment

Topics end with a POP (proof of progress) task which is set out as part of the curriculum topic

This is an opportunity for pupils to independently show their learning within a topic.