



| Intent | Implementation | Impact |
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| <p>Geography at James Elliman Academy focuses on a comprehensive and inclusive curriculum. We are dedicated to providing a high-quality geography education, that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p> <p>Knowledge: Teaching of geography equips pupils 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. As pupils progress, their growing knowledge about the world-helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The knowledge is deliberately sequenced and progressive reflecting on themes that matter to our children. Children revisit/remember previous learning. Through Geography, pupils, begin to develop their understanding of interdependence, building on concrete examples and links with their own experience and local or global area. Parents are informed of content through information on the website.</p> <p>Inclusivity - We give all our children every opportunity to achieve the highest standards by taking account of pupils' varied life experiences and needs. Geography promotes an understanding that we are all linked to people in other parts of the world, e.g. through history, trade and culture. They begin to think about how choices people make in their everyday lives can affect people and places in other parts of the world. At the heart of Geography is an appreciation of different cultures and places that links with the school values of Diversity.</p> <p>Enrichment - We offer students a well-rounded education that goes beyond traditional academics and contributes to their personal development. There will be many ways in which Geography can push this at JEA: fieldwork in their local area, trips; and collecting data through experiences of fieldwork that deepen their understanding of geographical processes.</p> <p>Vocabulary - Our pupils will develop a rich wealth of vocabulary and the explicit teaching of vocabulary is central to children's ability to connect new knowledge with prior learning. Key vocabulary is taught progressively relating to the locational, place and human and physical knowledge areas, using a tiered approach. Geography vocabulary learned will be applied in both school and their wider lives. Our Geography curriculum reinforces the school's value of diversity. Through this subject, children and young people acquire knowledge, skills and an awareness of the changing world around them.</p> | <p>Geographical knowledge is taught explicitly in geography lessons so that children know more, remember more and can do more.</p> <p>Substantive knowledge is organised into four interrelated forms locational knowledge, place knowledge and human and physical processes and geographical skills to ensure that pupils' knowledge, skills and understanding are built upon through successive years towards clearly identified year group learning outcomes.</p> <p>We follow the National curriculum and use the PlanBee Geography scheme of work to support planning and teaching. The Geography progression map has a strategic sequence of study that builds content and concepts over time, with vocabulary comprehensively structured and thoughtfully sequenced across year groups with progression in knowledge. It ensures that pupils' knowledge, skills and understanding are built upon through successive years towards clearly identified year group learning outcomes.</p> <p>To ensure our curriculum is taught to develop cumulatively sufficient knowledge by the end of each Key Stage we follow the stages outlined below:</p> <ol style="list-style-type: none"> 1.) Substantive knowledge for each subject is mapped from EYFS to Year 6 to ensure our children learn cumulatively sufficient knowledge by the end of each Key Stage. 2.) Disciplinary knowledge as geographical skills and fieldwork is mapped from EYFS to Year 6 to enable children to apply their knowledge as skills. 3.) Explicit teaching of vocabulary is central to children's ability to connect new knowledge with prior learning. 4.) Quizzes are used at the end of units and at the beginning of each lesson, in order to improve retrieval practice – the bringing of information to mind. This is also an assessment tool used alongside teacher assessment. 5.) The use of knowledge organisers. | <p>Our Geography curriculum ensures that children leave JEA:</p> <ul style="list-style-type: none"> • Remembering key knowledge of places and locations as outlined in the National Curriculum and how to source geographical information as required. • Able to use a variety of vital vocabulary with which to discuss their geographical knowledge and understanding. • Knowing how their actions affect the local environment and the sustainability of the Earth's resources. • See themselves as a global citizens and the impact of humans on the planet (climate change) <p>Training, planning and teaching our Geography curriculum ensures:</p> <ul style="list-style-type: none"> • Teachers with secure subject knowledge, an appreciation of the structure of geography as a subject and an appreciation of the relationship between the two. • Teachers able to assess pupils' learning against our Progression Map objectives. |

