



**Intent** It is our intent to grow the potential in all children to secure new knowledge and achieve. We will learn what it means to be a 'Geographer'.

Geography enables pupils to learn about many aspects of the contemporary world at different scales (local to global). The past world provides context for the present world and then geographers predict on to the future. Geographical skills are the methods Geographers use to find out about the world: asking questions, finding data, analysing data and communicating findings. By following our Geography curriculum, the children will master each component of knowledge and skill preparing them to access later and more complex knowledge and skill. The knowledge builds tightly woven schemata in their long term memories. What pupils learn at each of the sequenced steps alters what they subsequently access.

Knowledge is structured as a narrative over time. Pupils will make sense of the later learning content through the work that the earlier content did on their memories, expectations and understanding. The sequencing means that pupils are prepared for the richness and complexity of what they are learning now, by the securing and richness of knowledge that they have already learned.

Substantive themes are understood through real features, processes and events that are located at real places. We will explore our geography learning through three disciplinary concepts: change, diversity and interaction.

## Social Structures

- \* ready for learning
- \* silent signals
- \* talk partners to rehearse and challenge ideas and knowledge
- \* modelling expectations and knowledge by the teacher and other adults
- \* ask '5' children to recall information around key vocabulary
- \* 'say it better'; say it using our geographical vocabulary
- \* choral responses to ensure access is for all

## Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. We use schema maps to promote vocabulary and connect knowledge to build scheme in the long-term memory. Key vocabulary is introduced, deliberately practised and contextualised. This allows recognition in subsequent units.

## Expectations (Intent)

- \* substantive and disciplinary knowledge (change, diversity, interaction) will be taught through each teaching unit making connections between what a geographer knows and does
- \* scope, rigour, coherence and sequencing
- \* retrieval starter to recall knowledge within and across units of learning
- \* using 'Opening Worlds' learning symbols and words
- \* story telling to teach human and physical processes and the links/connections between them
- \* 10 technique steps to teaching
- \* key vocabulary is introduced, deliberately practised and contextualised (allows recognition in subsequent units)
- \* sequenced knowledge

## Opportunities (Implementation)

- \* outdoor environment and local community experiences to make connections and schemata
- \* positive encouragement and praise to recognise successes with learning
- \* access to a rich resource of local, national and world maps, thematic maps, atlases and globes and electronic maps
- \* using the methods of geographical enquiry - asking questions, finding data, analysing data and communicating findings
- \* experiencing 'what geographers do'
- \* exposure to real places at a range of scales (local, national, international)
- \* sharing learning via dojo and parent afternoons
- \* high quality text to support

## Adaptations (Implementation)

- \* widgt symbols used to illustrate word meanings
- \* learning tasks which use widgt symbols to support vocabulary
- \* ACE feedback to the children which is personable and actionable
- \* word mats which state and illustrate key vocabulary
- \* rephrasing questions to ensure key knowledge is practised and embedded
- \* choral responses to ensure access is for all
- \* consistency in delivery of knowledge - lesson structure
- \* scaffolded knowledge as part of sequence - knowledge is connected within and between lessons

## Diversity

At Woodford we understand the importance of diversity. Our curriculum is underpinned by the British values and ensuring our pupils are well rounded individuals who will impact positively on society.

**Individual liberty:**  
Think about how their actions can impact their own community; think about how they can live responsibly. Through debate and discussion, pupils learn how to voice their opinion in a safe and supportive environment.

**Mutual respect and tolerance:**  
Compare similarities and differences between their lives and those of others around the world. Disband stereotypes and foster a common respect for different countries and cultures by learning about them. Pupils are encouraged to explore the different views through narrative, debate and discussion. They begin to think about why people make life choices (where to live, how to support themselves). They feel empathy for others.

**Democracy:**  
Encourage pupils to think about their place in the world, how they can become the best possible citizens of tomorrow and create change for the better; how pupils can be active citizens and implement current and future changes; think what impact their actions have on the environment and human geography; promote moral discussions about economy, poverty and human impact on the world; look at different perspectives and respect the views of others; think about local, national and global issues.

**The rule of Law**  
Think about moral law and the consequences of their actions on future generations. We discuss why rules and laws are put into place and what impact they may have.

CURRICULUM DELIVERY			
Grow the potential for all children - children secure new knowledge and achieve. Enact the planned curriculum content.			
	Consistent Approach	Common Language	Teacher/TA Role
Entry	<ul style="list-style-type: none"> <li>Ready for learning</li> <li>Meet and greet/welcome</li> <li>Calm and silent</li> <li>Magnet eyes</li> <li>Prepared (equipment, pre-teach)</li> </ul>	Positive Calm 'Ready to learn.' '1, 2, 3'	Meet and greet. Set expectations for learning.
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Connect schema. Assessment.
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High-quality collaborative learner talk.	Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'MTYT' 'TTYT' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. Assessment for learning.	Components Connections Scaffold Small steps 9 Talk Moves Choral responses 'Do it, do it again, do it yet again.' 'Say it again better' 'MTYT' 'TTYT'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.
Deliberate Independent Practice (You do)	Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again, do it yet again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.'	Check knowledge. How well have all children secured curriculum content?

All children included in learning and have access to the curriculum content - Equity.  
All children secure new knowledge and progress with learning.

All children included in learning and have access to the curriculum content through their needs being met. All children secure new knowledge and progress with learning.