

# Altmore & Lathom Schools Federation



## KS1 Geography Curriculum Intent / Policy

Subject Lead: Meena Rajakumar

Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.		
Intent What will take place before teaching in the classroom? What are we trying to achieve?	Implementation What will this look like in the classroom? How do we deliver our curriculum?	Impact How will this be measured? What difference is our curriculum making?
The school's senior leadership team will:	The teacher sequence will be:	Pupil Voice will show:
<ul style="list-style-type: none"> <li>Ensure that our school values are at the heart of the curriculum design.</li> <li>Ensure that I have appropriate time to develop, monitor and support staff in my subject.</li> <li>Provide an adequate budget to ensure that standards can continually be raised.</li> <li>Support opportunities for my own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>When a new topic is introduced in geography, the children will have the opportunity to ask geographical questions.</li> <li>The children to be able to use maps, the internet, aerial photographs and other sources of information to identify and locate a place of their interest.</li> <li>Using outdoor learning to allow the opportunity for children to develop their map reading skills, directional language and their fieldwork skills bases on their learning.</li> <li>To ensure that objectives are skills based and are developed with extensions to allow for challenge.</li> <li>Allow children to have the opportunity to evaluate their learning and compare their learning with others.</li> <li>The children to understand the key vocabulary in each topic and understand the meaning of them in real life context. The children to have access to visible key vocabulary around the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>A developed understanding of key methods and skills as geographers at an age appropriate level.</li> <li>A secure understanding of key techniques and methods for each area of the curriculum.</li> <li>A secure use of subject specific vocabulary allowing them the confidence to discuss their own work and identify their strengths and areas for development.</li> </ul>
As a subject leader I will:	The classroom will:	Displays and books will show:
<ul style="list-style-type: none"> <li>Understand and demonstrate knowledge of the geography curriculum and support other members of teaching staff.</li> <li>Ensure an appropriate progression of knowledge and vocabulary is in place which builds on prior learning and supports children in knowing more and remembering more.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a safe and stimulating atmosphere where children want to learn more.</li> <li>Appropriate quality equipment for each area of the curriculum.</li> <li>Have table tops displays with subject specific books/interactive questions for children to answer.</li> </ul>	<ul style="list-style-type: none"> <li>Where applicable, displays are 3D and interactive.</li> <li>Celebrations of children's work, including actual pieces of published written work and carefully chosen vocabulary to support spoken language.</li> <li>A clear learning journey which demonstrates progression of knowledge and skills that over</li> </ul>

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<ul style="list-style-type: none"> <li>Encourage teachers to support struggling geographers and extend more competent ones.</li> <li>Keep up to date with current geography research and subject development.</li> <li>Create long term planning which ensures appropriate coverage of knowledge, skills and vocabulary, identifying what we want children to know by the time they leave our school.</li> <li>Consider how my subject supports PSHE &amp; British values.</li> </ul>	<ul style="list-style-type: none"> <li>Be organised so that children can work in small groups or whole class as appropriate to support children in their development of their skills.</li> <li>Have appropriate key words displayed to support children's spoken language.</li> </ul>	<p>time, all areas of the geographical curriculum is covered.</p> <ul style="list-style-type: none"> <li>Differentiated work for all children to be able to access the learning.</li> <li>Development of a range of geographical skills through a varied and engaging curriculum.</li> </ul>
<p><b>The class teacher will, with support from myself:</b></p>	<p><b>The children will be:</b></p>	<p><b>As the subject leader I will:</b></p>
<ul style="list-style-type: none"> <li>Plan and resource specific learning for their class, thinking about the end point and the needs of the children in their class.</li> <li>Deliver learning that is interactive, exciting and engaging.</li> <li>Seek support/advise for any particular subject knowledge and skills gaps prior to teaching the unit.</li> <li>Ensure that resources are appropriate, of high enough quality, to ensure all children have the right tools and materials to access their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Engaged because they are challenged by the curriculum.</li> <li>Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>Able to critique their own work as geographers because they know how to be successful.</li> <li>Safe and happy to explore in Geography lessons because they have opportunities to explore their own creative development.</li> <li>Develop geographical skills and confidence over time because of careful planning, focussed delivery and time to practise skills.</li> </ul>	<ul style="list-style-type: none"> <li>Celebrate the successes of children through planned school displays.</li> <li>Collate evidence over time which evidences that children know more and remember more.</li> <li>Monitor that standards in my subject to ensure the outcomes are at the expected standards.</li> <li>When applicable, provide CPD support to ensure that the impact of my subject covers a breadth and depth of learning.</li> <li>Consider how well our children are prepared for the next stage of their education.</li> <li>Ensure all children, including disadvantaged and SEN, have made progress.</li> <li>Report to Governors about the above mentioned items.</li> </ul>