



## Geography Curriculum at Glapton Academy

Geography - Subject Leaders	
 <p style="text-align: center;"><b>Miss Gibbons</b></p> <p><b>Qualifications:</b> Geography BSc(hons), PGCE</p> <p><b>Roles:</b> Year 2 class teacher Geography Lead</p>	<p style="text-align: center;"><b>Miss Butler</b></p> <p><b>Qualifications:</b> Geography BSc(hons), PGCE</p> <p><b>Roles:</b> Year 3 class teacher Geography Assistant</p> 
Geography - Subject Vision	Geography - Subject Aims
<p>Our Geography curriculum inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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 should help 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.</p>	<p>Our curriculum for Geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>• are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul>
Geography - Subject Design	
<p>The Geography knowledge and skills are taught through the following concepts:</p> <ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Human and physical geography</li> <li>• Geographical skills and fieldwork.</li> </ul> <p>Our Geography topics and LEAPs are informed by the National Curriculum. Our progression document maps out the progression of Geographical skills, knowledge and vocabulary taught from EYFS to end of KS2. Teachers identify the core knowledge and skills to taught in each topic and ensure a 'geographical skills and fieldwork' objective are identified for each unit. Knowledge Organisers showcase the key knowledge that pupils need to know, apply and remember and identify cross curricular links. Lessons are documented on learning journey topic boards. Children are then able to use the knowledge organisers and learning journeys to support their learning. Teacher use quizzing to support children with remembering key knowledge so that they are able to make connections and apply it.</p> <p>Each topic identifies a specific global anti-racist/anti-sexist perceptive to develop pupils understanding of equality and diversity.</p>	