

To ensure that our intent transfers into everyday classroom practice, our pedagogy and subject specific CPD is based on the Rosenshine Principles (incorporated within Plymouth CAST Principles Teaching and Learning) and Ebbinghaus' Forgetting Curve theory. This ensures that subject content is expertly delivered. We also deliver individualised coaching to all teachers to continually improve our practice.

Core concepts in Geography

Place



Understanding the characteristics, features and significance of different places locally, nationally and globally.

Location



Knowing where places are and developing spatial awareness using maps, atlases, globes and digital tools.

Human & Physical Processes



Exploring natural processes (e.g. rivers, mountains, weather) and human processes (e.g. settlements, trade, land use).

Change over Time



Recognising that places and environments change and understanding the reasons for this change (e.g. urban growth, climate change, erosion).

Interdependence



Understanding how people and places are connected through trade, migration, climate and resources.

Sustainability



Learning about responsible use of the Earth's resources and how we can look after the planet for future generations.

The curriculum is mapped using these core concepts. We plan for progression using the structure outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Substantive knowledge is acquired through each unit of study to ensure broad and balanced coverage. This is supported by the use of vocabulary prompts and knowledge organisers, and reinforced using retrieval strategies using 'Do it Now' activities at the start of each lesson.

Lesson Timetabling

Units have a varying number of lessons but roughly equate to one discrete lesson per week. In Early Years, children receive at least two discrete lessons per half term.

Lesson Delivery Structure in Geography

Introduction	Concept Explanation	Guided Practice	Independent Practice	Assessment & Reflection
<ul style="list-style-type: none">Arouse curiosityRaise questions	<ul style="list-style-type: none">Use a variety of maps, atlases and images to conduct geographical enquiry after teacher modellingInterpret & record findings			<p>Complete final task linked to learning throughout unit of work</p>



We make **adaptations** to learning in Geography for pupils as follows:

- Use visual aids and concrete resources (E.g. globes, real life artefacts) to support understanding.
- Simplify language in instructions using clear, concise vocabulary and visual prompts.
- Pre-teach key geographical vocabulary using word banks, symbols or signing (e.g. Makaton or Widgit)
- Provision of word mats and knowledge organisers with images, diagrams & widgets
- Differentiation of task to reduce cognitive load but not learning
- Individualised learning tasks targeting the Gateway key for the unit
- Opportunities for paired talk/work
- Simplified text to match reading ability



For pupils that struggle to record their ideas, we also provide **support for written tasks** in the following ways:

- Provision of suggested sentence starters or writing frames
- Use of cut and stick/matching and cloze procedure paragraphs to reduce the writing load
- Use of word processing software
- Sound buttons to hold a sentence
- Adult to scribe



We **extend** learning in Geography by:

- By setting challenges and open ended projects linked to current geographical events
- Encouraging pupils to make wider connections within and beyond the curriculum area
- Pose open-ended questions



The Geography curriculum is **enriched** for all pupils through:

- Listening to first-hand experiences of countries and environments.
- Using virtual field trips.
- Encouraging pupils to become local geographers.
- Involving children in eco-committees or sustainability projects