



Geography at Ravensthorpe Primary Academy

1. Curriculum design

- At RPA we use United Learning (UL) as our history curriculum throughout the school.
- We have designed our curriculum as a progressive model around these **vertical concepts**:
 - **Space and Place**: Looking at human and physical features of where we live and learning the names of our capital cities. Finding where we are in the world by looking at continents. Locating other countries in the world.
 - **Physical Processes**: How natural processes shape and change the surface of the Earth? How weather and climate change affect the Earth? What effect volcanoes and Earthquakes have on our world?
 - **Human Processes**: How migration effects the world? Looking at world trade and the economy.

Geography is taught through 3 strands

- **Substantive knowledge** (Core content and key concepts)
- **Disciplinary knowledge** (How geographers carry out their discipline and the thought processes required to do so. It is explicitly taught and practiced alongside the substantive knowledge and regularly reviewed and built upon across the years and key stages.)
- **Procedural Knowledge** (The skills of being a geographer, such as how to use different types of maps, or interpret and construct graphs.)

We use the UL 4 lesson model to allow for any gaps in learning to be addressed through pre-teaching. Reading and writing have been interwoven into the curriculum, to give multiple opportunities for children to practice these skills and make links.

Subject overview documents map out when assessments, pre-teaching and the curriculum lessons will be. They specify any enhancements and firsthand experiences plus opportunities for extended writing.

2. Curriculum delivery

- United Learning resources are used to deliver lessons. This follows Rosenshine's Principles of *I do, We do, You do*
- Powerpoints are available for all lessons which teachers adapt to meet the needs of learners, ensuring the core content remains.
- Teachers use practical hands-on resources and firsthand experiences to make learning memorable.
- Lessons are adapted to meet the needs of all learners. Teachers use children's individual APDR (Assess, plan, do review) support plans to inform their adaptations.
- **I do**: New learning is modelled explicitly. Teachers use metacognitive talk to share the learning process and model on the visualiser.
- **We do**: Children practice the new learning with the teacher or in pairs.
- **You do**: Children show their new learning independently.

3. Books/Floor Books

- All books are clearly labelled using the school standard labels. EYFS use floor books. Y1-6 have a Geography book.
- A topic title page is used at the start of every new unit.
- The pre-learning quiz is completed and stuck in the book.
- Pre-learning is identified in the book by the title 'Pre-learning'
- All learning has a date and L.O (EYFS- Y3 short date and LO stuck in, KS2 long date and LO written)
- Worksheets are used when required, but children are encouraged to show their learning in other ways such as diagrams, short burst writing or double page spreads.
- The post quiz is completed and stuck in the book.

4. Feedback and Assessment

- Lessons are planned to encourage active thinking and learning checked through the use of the Walkthrus: *Cold Call, Mini whiteboards and Think Pair share*.
- Teachers use formative assessment and live marking during the lesson to pick up misconceptions.
- Following the feedback policy, teachers identify misconceptions and address them with the children. This could be through the Walkthrus *Whole Class Feedback*. Children respond or edit in green pens.

- Teachers complete a summative assessment on children's learning using the information from their formative assessments, quiz activities and the work produced. This is entered into the INSIGHT tracking system.