

## The Waterside Way – Geography Curriculum

### Intent, Implementation and Impact

*“Geography explains the past, illuminates the present and prepares us for the future.”*

INTENT	IMPLEMENTATION		IMPACT
<p>At Waterside Primary Academy, our intention in Geography is to convey a greater understanding and knowledge of the world through reading age-appropriate texts that are linked to their ‘Pathway’ topics to further stimulate children’s inquisitiveness and fascination within the wider curriculum.</p> <p>We aim for our children to develop their geographical skills and broad knowledge through our progressive and carefully sequenced curriculum throughout their time at the school whilst covering the knowledge and skills stated in the National Curriculum. During their time at Waterside Primary Academy, we aspire for our lessons and Pathways to inspire our pupils to think and act as ‘stewards of creation’.</p> <p>Through our high-quality teaching we will develop the following skills and knowledge:</p> <ul style="list-style-type: none"> <li>✓ <b>A secure knowledge of locations in Britain and the wider world</b></li> <li>✓ <b>An extensive base of geographical knowledge and vocabulary</b></li> <li>✓ <b>The ability to ask and answer valid historical questions</b></li> <li>✓ <b>Draw conclusion and explain their findings</b></li> <li>✓ <b>Use a range of resources to gather information and to follow lines of enquiry</b></li> </ul>	<p>At Waterside Primary Academy, Geography is taught discreetly as part of cross-curricular ‘Pathway’ topics (classes have 3-4 Pathway topics each academic year). These Geography lessons are taught in blocks during each ‘Pathway’ topic, to ensure that key learning and knowledge is revisited and secured within the children’s long-term memory. During our carefully sequenced and progressive Geography blocks, children undertake 3-4 hours per week on their geographical studies. These specialised blocks of learning and knowledge last from 1-3 weeks depending on the coverage of the curriculum objectives linked to their particular topic they are studying.</p> <p>Each ‘Pathway’ topic, including those with geographical links, will start with an engaging hook into the topic, build in mini experiences such as museum trips, hands on activities etc. and end with a memorable experience such as an art gallery, historical museum, performance etc. At least once every year, each class will also undertake a ‘Local Geography Study’ linked to their ‘Pathway Topic’. These studies use their geographical knowledge to make links to and heighten their understanding of the geographical features of the local area, Chesham.</p> <p>Geographical ‘Knowledge Webs’ are utilised in all year groups to create a clear spine of knowledge within units, aiding pupils in receiving the knowledge and vocabulary needed to be successful geographers. The knowledge webs are regularly revisited in every Pathways lesson, embedding prior knowledge and highlighting what new knowledge they will be learning. POP (Proof of Progress) tasks used to guide and set differentiated challenges to ensure that all children receive a high-level of challenge in their geographical studies.</p> <p>At Waterside Primary Academy, we use a consistent lesson structure for all ‘Pathway’ sessions across the school. Each lesson will consist of the following structure:</p> <ul style="list-style-type: none"> <li>• <b>What have we done? Where are we going?</b> (Using overall Pathways Maps)</li> <li>• <b>Recap learning</b> (Questions / Quiz) – Quick fire interleaving</li> <li>• <b>Discover</b> – Hook for your lesson (Book, Video, Activity, Media Hub Historical timeline)</li> <li>• <b>New Knowledge (Pit Stops</b> to assess learning in between e.g. mini quizzes)</li> <li>• <b>‘I do’, ‘We do’, ‘You do’</b> modelling approach towards the skill and/or knowledge outcome.</li> <li>• <b>Challenges/Task</b> (3 way differentiation, where applicable)</li> <li>• <b>Discussion / Recap Learning</b></li> </ul> <p>To develop a sound understanding of geographical locations, we regularly utilise our interactive large-scale world map which helps students to embed their knowledge and understanding of the world. This also includes age-appropriate specifically selected texts to support our Pathway studies which the children take home on sharing cycle so that children are exposed to further geographical knowledge so that they become highly-skilled geographers.</p>		<p>Our children will demonstrate a deep and clear understanding of Geography across the main skills: Enquiry, investigation and interpreting, making connections and communication. The overview of geographical topics will ensure our children skilfully grasp broad geographical knowledge and cultural capital.</p> <p>Each ‘Pathway’ topics will stay the same each year which will allow us to have an embedded curriculum that staff become ‘specialists’ in.</p> <p>We assess the pupils knowledge and skills through:</p> <ul style="list-style-type: none"> <li>• Ongoing assessment using our curriculum geography journey maps</li> <li>• Low stake quizzes</li> <li>• Pupil discussions</li> <li>• Evidence in pupil books</li> <li>• Half-termly lesson observations</li> </ul> <p>In the Summer 2021, we will adopt an assessment system that will assess each knowledge and skill in Geography. These will follow the format of our ‘Learning Ladders’ so that teachers can fully assess knowledge and skills and challenge pupils to higher-level historical thinking.</p>
	<b>Our Geography Topics:</b>		
	<p><b>Year 1</b>  <b>Autumn 1</b> – Chesham Our Home – Geography of Chesham  <b>Local Geography Study</b> – Mapping Waterside</p> <p><b>Autumn 2</b> – Polar Explorers – Mapping the World, Continents &amp; Oceans, Weather.</p> <p><b>Spring</b> – Rumble in the Jungle – Australia</p> <p><b>Year 2</b>  <b>Autumn</b> – The Great Fire – The United Kingdom  <b>Local Geography Study</b> – Physical &amp; Human Characteristics of Chesham</p> <p><b>Spring</b> – Illuminating the World – Oceans and Continents</p> <p><b>Summer</b> – Chesham – Caring for the Chilterns - Mapping the World/ Describing Maps</p> <p><b>Year 3</b>  <b>Autumn</b> – The Blue Planet – Landscape (Weathering, Rivers, Mountains, Erosion &amp; Deposition, Coasts, The Water Cycle)  <b>Local Geography Study</b> – The Chiltern Chalk Streams</p> <p><b>Spring</b> – Chesham Through the Ages – Using Maps (Features)</p>	<p><b>Year 4</b>  <b>Autumn</b> – Let Me Entertain You! – Europe / European Mountains  <b>Local Geography Study</b> – Local Entertainers</p> <p><b>Spring 1</b> – Natural Disasters – Transportation, Earthquakes &amp; Volcanoes. The Water Cycle (Revisited)  <b>Local Geography Study</b> – Chesham Against the World</p> <p><b>Spring 2</b> – The Roman Empire – Europe (Population), International Trade</p> <p><b>Summer</b> – Eco-Chesham - Rivers, South America</p> <p><b>Year 5</b>  <b>Autumn</b> – The New and Ancient World – North America, Fresh Water Biome</p> <p><b>Spring 1</b> – Invasion! – Chesham Settlements – Mapping of the World</p> <p><b>Spring 2</b> – Exploration – Ice Biome, Describe Mapping, Counties and Cities of the UK</p> <p><b>Summer</b> – Celebrating Differences – One World- <b>Local Geography Study</b> – Human Geography of Chesham (Cultures &amp; Faiths)</p> <p><b>Year 6</b>  <b>Autumn</b> – London Through the Ages – Using Maps (Features / 4 &amp; 6-figure Grid References)  <b>Local Geography Study</b> – Mapping Routes of Chesham</p> <p><b>Spring</b> – Evolution and Inheritance – Biomes and Climate Zones, South America (In-depth study)</p> <p><b>Summer 1</b> – Lightbulb Moments – <b>Local Geography Study</b> – Local Businesses</p> <p><b>Summer 2</b> – Pathway to Secondary – The Maya Civilisation – Mapping of the World</p>	