

The Little School with the Big Heart

‘With God All Things are Possible’ Matthew 19:26

|  |  |  |
| --- | --- | --- |
| Geography | | |
| Intent | Implementation | Impact |
| Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long term memory of an ambitious body of procedural and semantic knowledge.  The Geography curriculum is divided into milestones, split across the key stages. Each milestone includes the procedural and semantic knowledge pupils need to understand the threshold concepts, providing a progression model.  The geography curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects that are studied whilst the threshold concepts tie together the subject concepts. The same concepts are studied within a breadth of subjects. This means that pupils will visit the same concepts repeatedly and gradually build their understanding of them over time.  Within each milestone there is gradual progress in their fluency through cognitive domains: basic, advancing and deep. The goal is for pupils to display sustained mastery at the advancing stage, with the most able to have a greater depth of understanding at the deep stage. | Our geography curriculum design is based on evidence from cognitive science. It is underpinned by three main principles: spaced repetition, interleaving of topics and retrieval of previously learned content which is regular and frequent.  We recognise that learning is invisible in the short term and sustained mastery takes time.  The content is subject specific. We do make cross-curricular links where appropriate.  We base our geography curriculum of Chris Quigley’s Geography companion. | Because learning is a change to long-term memory, it is impossible to see impact in the short term. However, we do use assessment based on deliberate practice. This means that we look as the p[practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run  We use comparative judgement in the tasks we set and in comparing pupil’s work over time.  We use lesson observations to see of the pedagogical style matches our expactations. |