



TPAT Geography Curriculum

Scope	Components- content and skills to be taught
- National Curriculum coverage - Deliberate decisions made about what is taught when, building from EYFS with key strands identified (Locational knowledge, Place knowledge etc, as identified in the National Curriculum)	- Key knowledge is identified through the strands, showing progression from EYFS to Year 6 - Vocabulary is deliberately mapped out showing progression, building on year on year
Lesson sequencing	
- Each unit is broken down into individual 5-7 lessons which show how the lessons are sequenced, building on each other - Lessons to either have a Learning Objective (or WALT) or could be answering an enquiry question	- Children will have access to texts which match their ability to support geography learning and learn about geographers - Fieldwork is explicitly evidenced
Retrieval	Enrichment
- Planned and systematic opportunities for prior learning to be retrieval – from previous units of learning - Opportunities for prior learning to be retrieval – from previous lessons, within the lesson design - Use of Socrative used in Y5/6 (at least) for both assessments and retrieval practice	- Education visits mapped into the curriculum to museums to enhance historical understanding - both National Curriculum and local history. - Secondary links are established for support in resources and tools, expertise and Y6/7 transition. - Eco club or environmental initiatives at school level started (e.g. Plastic free status, recycling etc)
CPD	SEND Adaptations
- Evidence of CPD undertaken by lead. - Attendance at TPAT Geography Forum. - Evidence of CPD provided for staff.	- Identify where barriers to learning are in the sequence of learning for specific adaptations for the 4 area of need - SEND Adaptations made for children who may find recording challenging, including use of technology - SEND Adaptations specifically for geography e.g. for children who find locational knowledge challenging - SEND Adaptations specifically for fieldwork, including social stories, pre teaching etc
Monitoring	Assessment
- Monitoring schedule in place for geography - Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted - There is evidence of children showing knowledge and understanding in books, floor books or on a technology platform - Children can talk about geographers and the discipline of geography. - Pupil conferencing shows that children can talk through the learning ensuring that the knowledge matches the end points / knowledge organisers	- Formative assessment through verbal questions throughout the lesson planned in to assess knowledge and understanding - End of unit assessment appropriate to the learning / subject - Assessment strategy in place for geography clear to staff and children
Impact	

- The intended geography curriculum is enacted
- Children have developed a love of geography and can talk about the world and how humans interact with the world enthusiastically
- Children's understanding of how geography impacts the wider world is enhanced and children can talk about possible careers in the geography industry
- Children are knowing more, understanding more and doing more aligned to end points decided on by school
- The geography curriculum is accessible to all children
- Children can interpret data and have fieldwork skills, developing their knowledge and understanding of the world around them ●
- Children are passionate about sustainability and the impact they can have on the environment



Truro and Penwith
Academy Trust