



Believe. Achieve. Succeed Together.

Iver Village Junior School
Implementing the Geography Curriculum

Article 28, 29

Education must develop every child's personality, talents and abilities to the full

Amy Booth

Intent Statement

Our geography curriculum aims to help children to become explores; understanding the world, its' environments and places near and far, and the processes that create and affect them. We encourage a holistic appreciation of how the world works and the links between community, cultural diversity and sustainability. Children get the chance to explore different countries and investigate human and physical features whilst comparing it to their own local environment. We aim to develop our children's natural fascinations for the world around them.

Implementation

Geography at IVJS is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic. Tasks are selected and designed to provide appropriate challenges to all learners and to develop independent working and confidence, in line with the school's commitment to inclusion. At the end of each topic, teachers assess the learning for the term in an online document that the subject leader will review.

Within all sequences of lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. In geography, an example of this level of questioning might ask children to consider their own physical environment. Following map or globe work, they might be asked to consider differences or similarities between their environment and that of a country near the Equator. The questions that teachers ask within the same lesson phase, then focus on how life might be different in those zones, leading the children to draw conclusions about physical and human geography.

Within the academic year, children study geography in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

Throughout the academic year, children will alternate between blocks of history and geography to enable them to be a forgetting gap so that many assessments produced will be more accurate to the information that they have actually retained.

Curriculum Design

National Curriculum:

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to

deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National curriculum aims

- The national curriculum for geography aims to ensure that all pupils:
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The geography curriculum and Iver Village Junior School

Cyclical curriculum and repetition:

How does the curriculum build in small steps?

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. Progression maps have been created for geography and shared to an online folder for ease of access. This ensures that teachers can adapt the learning statements for the lesson or topic based upon the children's current understanding of the

curriculum. This also gives the teachers a guide for any support that is required in the lesson in terms of the steps in learning.

Geography has a spiral curriculum to ensure that not only is the progressive attainable but that it is recapped before new learning is introduced. Due to the spiral nature of our curriculum, this also means that topics are revisited year on year. For example, rivers, mountains, seas and oceans are all taught every year. This allows teachers to focus on smaller steps to ensure understanding. For example:

- Year 3 look at the source and mouth of a river
- Year 4 look at the water cycle
- Year 5 look at the sections of the river and meandering
- Year 6 look at how an ox-bow lake is formed.

As children progress throughout the school, they should develop their skills, knowledge, concepts and vocabulary. Additionally, within the geography lessons, IVJS school will develop an appreciation for both the physical and human world around them.

Key concepts:

Key concepts have been identified through the national curriculum. A progression map of the key geographical concepts has been created and shared in the subject folder on the OneDrive. Teachers use the concepts progression map to tailor their knowledge organisers specifically to benefit the children in their class. The concepts are shared with the pupils through their knowledge organiser. A concept is added into the success criteria on the learning slide and colour coordinated with the knowledge organiser.

Example of concept progression in Geography:

Concepts	KS1	Y3	Y4	Y5	Y6	KS3 (Year 7)
Location knowledge						
Continents	Name and locate 7 continents and 5 oceans of the world	Name and locate the continents of the world	Define a continent as a continuous expanse of land. Give the position of continents in relation to themselves.	Recognise the continents of the world in different representations. Understand how continents have been formed and the land of earth has changed over time.	Consolidate understanding of continents of the world. Compare and contrast the continents of the world to areas studied in Year 6.	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
Countries	Name, locate and describe the countries and characteristics of the UK.	Know that countries are found within continents. Consolidate understanding of the UK as an island that countries that make up the UK. Know that countries have capital cities and that is where their government is based.	Describe some countries as landlocked and some countries as Islands. Identify this using a map relative to area studied. Understand that countries are divided into regions. Understand the difference between urban and rural areas.	Begin to explore the idea of transcontinental countries which are located within more than one continent. Describe different types of countries such as archipelagos.	Consolidate understanding of the different types of countries and land formation. Draw on previous knowledge to compare and contrast countries studied.	
Latitude and longitude			Know that latitude and longitude help to describe the position of places on earth. Relate latitude to the direction of East - West Relate longitude to the direction North - South	Identify lines of longitude and latitude on different representations (maps, atlases, globes) Understand that these are imaginary lines and not visible on earth.	Begin to locate countries using lines of longitude and latitude.	

Key Knowledge:

Key knowledge has been identified through the national curriculum as well as an examination into the topics chosen at IVJS. A progression map of the key geographical knowledge has been created and shared in the subject folder on the OneDrive. Teachers use the knowledge progression map to tailor their knowledge organisers specifically to benefit the children in their class. The knowledge is shared with the pupils through their knowledge organiser. A knowledge-based target is added into the success criteria on the learning slide and colour co-ordinated with the knowledge organiser.

Example of knowledge progression in Geography:

Knowledge	Y3	Y4	Y5	Y6
Topic 1	<p><u>Local study and UK</u></p> <p>Conduct field work around the school environment to find human and physical features. Record in a table or on a map.</p> <p>Create a map to help locate the school within Iver.</p> <p>Use a map to help identify the River Thames. Understand where the River Thames is in relation to my school and identify the mouth and source.</p> <p>Name the countries of the UK and give their position in relation to Iver using N, S, E and W compass points.</p> <p>Use a map to identify hills and mountains in the UK. Compare the heights of the highest mountains in the UK using a bar chart or pictogram.</p> <p>Name and locate the capital cities of the countries in the UK. Begin to explain what a capital city is.</p> <p>Explore the impact that humans have upon the natural environment in the UK. Begin to discuss what we could do to improve it.</p>	<p><u>Africa</u></p> <p>Know that Africa is a continent. Locate the continent of Africa in relation to the UK using compass points.</p> <p>Explore how the movement of plates caused the continent of Africa to be formed. Identify the oceans and seas that surround Africa and identify the countries in Africa that are landlocked and those that are coastal. Identify major mountain ranges within Africa and begin to describe how the movement of plates has led to their formation.</p> <p>Identify the volcanoes within Africa and name the key parts of them.</p> <p>Identify major rivers within Africa and describe how they have changed over time including meanders and how this links to erosion.</p>	<p><u>China</u></p> <p>Know the position of China relative to the UK using compass points. Know the location of Asia in relation to longitude and latitude. Locate Asia using grid references. Identify the different landscapes of China using a map/atlas. Identify major mountain ranges in China. Describe the different parts of mountains and begin to describe their formation in relation to movement of tectonic plates. Use scale on maps and other representations such as contour lines to identify the heights of mountains in China. Locate major rivers in China and the key parts of rivers previously studied. Describe how erosion has caused meanders to form in rivers and how this has changed the landscape of China over time.</p> <p>Explore the settlement of people in China and how this has changed over time. Explore the different types of settlement in China today and how this differs. Link settlements in China to key trade and economic development.</p>	<p><u>South America</u></p> <p>Know the position and location of South America in relation to themselves and other places studied. Describe location in relation to which hemisphere and proximity to the Tropics of Cancer and Capricorn and the equator. Identify countries within South America and name those that are coastal and landlocked. Identify and name seas and oceans surrounding South America.</p> <p>Understand the different climates in South America and how this relates to its position within the world.</p> <p>In depth study of the Amazon river – identifying the countries it flows through. Identify different features of the river from previous study on rivers (mouth, source, tributaries, streams, meanders etc). Identify oxbow lakes that have been formed along the Amazon river and how they were formed.</p> <p>Explore the location of South America in relation to the 'ring of fire' and explain how this relates to volcanoes. Identify active and dormant volcanoes across the region</p>

Key skills:

Key skills have been identified through the national curriculum. A progression map of the key geographical skills has been created and shared in the subject folder on the OneDrive. Teachers use the skills progression map to tailor their knowledge organisers specifically to benefit the children in their class. The skills are shared with the pupils through their knowledge organiser. A skills-based target is added into the success criteria on the learning slide and colour co-ordinated with the knowledge organiser.

Example of skills progression in Geography:

Skill	Y3	Y4	Y5	Y6
Geographical enquiry	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
Direction / location	<p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>	<p>Use 4 compass points well:</p> <p>Begin to use 8 compass points;</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>Use 8 compass points;</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>
Drawing maps	<p>Try to make a map of a short route experienced, with features in correct order;</p> <p>Try to make a simple scale drawing.</p>	<p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p>	<p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p>
Representations on maps	<p>Know why a key is needed.</p> <p>Use standard symbols.</p>	<p>Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map.</p>	<p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols.</p>	<p>Use/recognise OS map symbols;</p> <p>Use atlas symbols.</p>

Key vocabulary:

Key vocabulary has been identified through the national curriculum. A progression map of the key geographical vocabulary has been created and shared in the subject folder on the OneDrive. Teachers use the vocabulary progression map to tailor their knowledge organisers specifically to benefit the children in their class. The vocabulary is added to the learning objective slide in the lesson and the teachers use it to aid the children's understanding of the lesson. The vocabulary is also used in pre-teaching interventions where appropriate.

Example of Vocabulary progression in Geography:

Year group	Topic 1 – Local study and UK	Topic 2 – Continents of the world	Topic 3 – Europe
3	Human features Physical features Settlement Village Town City County Region Country Continent harbour port farm factory Border weather beach coastline mountain valley cliff ocean sea river mouth source hills seasons	Human features Physical features Settlement Village Town City County Region Country Continent harbour port farm factory Border weather beach coastline mountain valley cliff ocean sea river mouth source hills seasons	Human features Physical features Settlement Village Town City County Region Country Continent harbour port farm factory Border weather beach coastline mountain valley cliff ocean sea river mouth source hills seasons

Medium term planning:

Medium term plans are accessed through the shared one drive. It contains the geographical skills, concepts, vocabulary as well as the lesson objectives for each lesson. These can be adapted in real-time through a conversation with a teacher and the subject lead to ensure that lessons are providing the best possible opportunities for progression and understanding.

Y3	Topic 1	Geographical Skills	Concepts	Skills Used	Vocab
	Local Study and UK	<ol style="list-style-type: none"> Geographical enquiry Direction/location Drawing maps Representation on maps Using maps Scale and distance Perspective Map knowledge Using map styles Field work 	Location: - Continent - Countries - Time zones Physical Geography: - Similarity and difference - Hills and Mountains - Volcanoes - Oceans and Seas - Rivers - Natural disasters - Weather and Climate Human Geography - Settlement and land use - Trade - Human impact - Culture		Human features Physical features Settlement Village Town City County Region Country Continent harbour port farm factory Border weather beach coastline mountain valley cliff ocean sea river mouth source hills seasons
	Lesson 1	How can I observe and record the human and physical features of my school environment?	Physical geography Human geography	10, 6, 7	ocean sea river mouth source hills seasons
	Lesson 2	How can I understand the position of my school in create a map?	Location Human geography – land use	3, 6	atlas map key
	Lesson 3	How can I identify rivers in my local area and the source and mouth of the Thames?	Physical geography - rivers	5,9,4	elevation contour lines
	Lesson 4	How can I name and identify the position of countries in the UK?	Location – countries	2,9	Currency Pound Sterling Euro Trade Landmark
	Lesson 5	How can I identify and compare hills and mountains in the UK?	Physical Geography – Hills and mountains	5,4,	North South East West Position Direction
	Lesson 6	How can I name and locate capital cities and key man made features	Human geography – settlement and land use	2	
	Lesson 7	How can I ask questions and explore the impact of humans on the local area and across the UK?	Human geography – human impact	1	


Lesson Design

All geography lessons follow a similar structure to support pupils in developing a depth of understanding and opportunity to

Aspect of lesson	Details
Review of previous learning and retrieval practice	A daily, monthly and termly question is given at the start of the lesson to ensure a secure prior learning before introducing any new learning.
Introduction of learning question	Learning question introduced on the board clearly for the children to read.
Concepts, knowledge, skills, vocabulary	Concepts, knowledge, skills and vocabulary are all on the learning objective slide and colour co-ordinated to the concepts, knowledge, skills and vocabulary in the organisers.
Modelling	Modelling is used to be used to demonstrate the focus skill for the lesson. For example, modelling how to use a map.
Guided practice	Guided practice using I do, we do, you do.
Independent practice (learning tasks)	Learning tasks have a knowledge, skills or concepts-based element. They are related to the learning in the input and are achievable for all. Everyone has the same task- but scaffolding will be provided to ensure that the learning is accessible for all.
Plans for scaffolding	<ul style="list-style-type: none">- Starter worksheets to encourage engagement from the start of the lesson. Visual prompts <ul style="list-style-type: none">- Task organisers- Knowledge organisers- Adaptations to meet the overall task

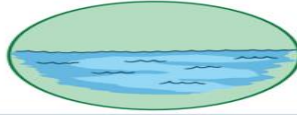
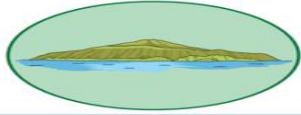
Example of retrieval question slides (daily, weekly, termly)

Which one of these is a HUMAN feature?



A B C

Match the picture with the word.



Arctic

Ocean

Island

Which of these is an aerial photo?



A



B



C

Friday, 15 December 2023

Example of learning objective slide.



Date: Friday, 15 December 2023

Title: Capital cities

How can I identify and locate the different countries of the UK?

Success Criteria:

- I can locate Britain on map.
- I can locate the different countries that make up Britain.
- I know that the capital city of England is London
- I know that the capital city of Scotland is Edinburgh
- I know that the capital city of Wales is Cardiff
- I know that the capital city of Northern Ireland is Belfast.
- I know that difference between a city and a capital city.

Vocabulary:

- England
- Scotland
- Wales
- Northern Ireland
- London
- Edinburgh
- Cardiff
- Belfast
- Union Jack Flag

Key knowledge	Key:
Key vocabulary with definition	
Key skill	
Key concept	

Classroom Practice

<i>Retrieval practice</i>	Retrieval practice is used at the start of the lesson through the daily, weekly and termly questions that are based upon prior learning to ensure a secure understanding before the introduction of new learning.
<i>Modelling:</i>	How are key skills modelled? The modelling of key skills is used throughout the lesson, especially when new learning is introduced. For example, modelling how to use 4-grid references.
<i>Questioning</i>	What does questioning look like in your subject? What type of questions are used and for what impact? Questions are a vital key to assessing understanding and to challenge children in their understanding. Questions should vary depending on the children answering and hinge questions and multiple-choice questions should be offered if the children are unsure in their answer in order to make sure that their confidence isn't affected.
<i>Scaffolding:</i>	Children are given word mats, visual and physical resources where applicable. They are also engaged to use pair work as well as group work to both challenge and support learning.
<i>Practise</i>	Modelled, guided, group, pair and independent practise are all utilised to ensure a secure understanding of the learning question in the lesson. This will allow the children to see what the skills looks like and then in small steps gradually do it more and more independently. The act of repetition as well as having to explain what they are doing and the reasons behind it should lead to the knowledge and skills working their way into the long-term memory.
<i>Oracy</i>	Children are given opportunities for discussion which are planned and placed within the lessons. Children are encouraged to example the reasoning behind their answers. Oracy will also link into the group/pair work that accompanies some of the tasks. Children are encouraged to use subject-specific language in the lessons through the vocabulary discussions at the start, the modelled practice of the teacher and the opportunity to talk through their understanding at the end of the lesson in plenary tasks.















Adaptive teaching:

The main aim for adaptive teaching within geography is providing appropriate and timely scaffolding to allow for all pupils to access the lesson. The table below identifies some of the ways scaffolding is provided during maths lessons.


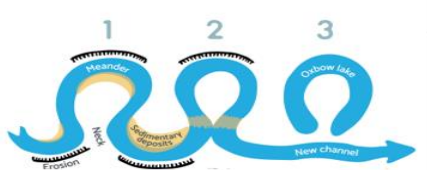

Knowledge organisers and worked examples	Knowledge organisers are stuck in books at the start of each topic and can be used to assess learning at the end of the topic. Children can use the skills, knowledge, concepts and vocabulary sections of the organiser at any point in the lesson.
Task organisers	Task organisers to be used where appropriate.
Physical Resources	Physical resources to be used where appropriate (globes, maps, google map etc.)
Visual supports	Physical resources to be used where appropriate (Photos, diagrams, models, large printed maps, etc.)
Adult support	Teacher to go around and check learning during the lesson and offer support where needed. During foundation lessons, TA use this time to complete interventions.

Example of a knowledge organiser:

A year 3 autumn 1 geography knowledge organiser.

Year 3 – The UK							
Map of UK	Key knowledge				Map reading skills		
	Key facts	Flag	Capital city	Major Rivers	Highest peak		Land and sea
	England		London	River Thames	Scafell Pike		Mountain peak
	Scotland		Edinburgh	River Tay	Ben Nevis		River
	Wales		Cardiff	River Severn	Snowdon		Major road
	Northern Ireland		Belfast	River Bann	Slieve Donard		Places in capital letters are usually countries.
	Great Britain	England, Scotland and Wales.					A major city or place.
	The UK	England, Scotland, Wales and Northern Ireland					
	British Isles	England, Scotland, Wales and Ireland.					Boundary
				Concepts			
				What have you learnt this term?			
Physical	Something that is made by the Earth.	Beach	Rivers	I know that a human feature is something made by people.			
Human	Something that is made by people	Building	Farms	I know that the physical features are made by the Earth.			
Human impact	Changes humans have made to the world.	Plastic	Pollution	I know that England, Scotland, Wales and Northern Ireland are part of the UK.			
County	Is a section of a country.	Buckinghamshire		I know that Edinburgh is the capital city of Scotland.			
Country	Has its own leaders.	England		I know that Cardiff is the capital city of Wales.			
Climate	Weather over an extended period of time.			I know that London is the capital city of England.			
Direction	North, South, East, West			I know that Cardiff is the capital city of Northern Ireland.			
Equator	Invisible line around the middle of the Earth			I can use a map to find a river.			
Northern Hemisphere	Places above the equator			I can find mountains using a map.			
				I can use a map to find capital cities.			
				I know that a river's mouth is where it meets the sea.			
				I know that a source is where a river starts.			

A year 6 autumn 1 geography knowledge organiser.

Year 6 – South America							
 <p>Diagram of an ox-bow lake formation</p> 	Key knowledge					 <p>A map can use different colours to represent different biomes.</p> <p>Grid reference (23,45)</p> <p>Latitude Horizontal line</p> <p>Longitude Vertical line</p>	
	Location	Capital City	Language	Rain	Average High Temp		Average Low Temp
	Brazil	Brasilia	Portuguese, Spanish	1800 mm	January 25°C		July 19°C
	Argentina	Buenos Aires	Spanish, Portuguese	500m	January 25°C		July 11°C
	Peru	Lima	Spanish, Quechua	1000 mm	February 24°C		August 18°C
	Venezuela	Caracas	Spanish, Portuguese	3000 mm	January 21°C		May 26°C
	Bolivia	La Paz, Sucre	Spanish, Quechua	1800 mm	December 9°C		June 5°C
	Paraguay	Asunción	Spanish, Portuguese	1200 mm	January 29°C		July 18°C
	Chile	Santiago	Spanish, Quechua	900m	January 18°C		July 2°C
	Uruguay	Montevideo	Spanish, Portuguese	1200 mm	December 31°C		May 17°C
Concepts		What have you learnt this term?					
Location	90% in the Southern Hemisphere – Eastern hemisphere Southwest of the UK. South of America - North of Antarctica.				I can locate South America on a map of the world		
Similarity between South America and Europe.	Languages: South America was colonised by the UK, Netherlands, Portugal but mostly Spain. So, there are lots of language links. Most of South America speaks Spanish.				I can locate different countries within a map of South America.		
					I can describe how an ox-bow lake is formed.		
					I know that the climate depends on different factors (equator, distance from the sea, mountain ranges).		
Difference between South America and Europe.	Due to its size, South America has a larger range of climates and landscapes. From the baking heat of the countries near the equator to the freezing temperatures at the southern tip.				I can locate a mountain range in South America.		
					I can discuss how the mountain range was formed.		
					I can locate the Amazon River and track its path through Brazil, Peru, Bolivia, Columbia, Ecuador, Guyana and Venezuela.		
					I can identify an ox-bow lake on a map and an aerial photo.		
					I can locate volcanoes in South America		
	I know that the climate across South America varies drastically.						
	I can explain the difference between active, dormant and extinct volcanoes.						

Additional intervention

For some pupils, additional support is required to support the development of pupils' geographical understanding. The below table identifies the types of additional intervention that may be provided. This provision is planned with support from the SENCo.

Pre-teaching of vocabulary	Pre-teaching vocabulary is a useful tool in ensuring all pupils have to access the geography curriculum at a level appropriate to their needs. Vocabulary is chosen through the use of the vocabulary progression maps and conversations with the class teacher to identify the next lessons vocabulary focuses as well as key children that would benefit from any pre-teaching.
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Support for teachers:

Subject knowledge	KS2 Geography - BBC Bitesize KS2 Geography - BBC Teach Home - Geographical Association (geography.org.uk) Online Teaching Resources - Geographical Association (geography.org.uk) Home - RGS National Geographic Kids
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Pedagogy

[Powerful Geography – New Thinking for the Next Generation of Geography Education](#)
[Using EEF Guidance on Worked Examples \(Primary\)](#)
[\(nationalcollege.com\)](#)
[Ofsted Deep Dives: Primary Geography Curriculum Impact](#)
[\(nationalcollege.com\)](#)