



Geography LTP



Intent

MRA's knowledge-rich Geography curriculum has been carefully curated to ensure we engender excitement, creativity and critical thinking about the world that will equip our children to make their own way in it. The curriculum structure is meticulously planned so that the whole academy studies geography themes at the same time which become progressively more complex the further up the academy. Measurable advances are clearly woven into the curriculum with key concepts being sequenced logically and continuity is a tangible thread. We ensure our children have a local and global approach to their geographical learning and understand how locations change over time. We ensure children have a depth of knowledge in how the Earth is structured and its relationship with humans. Cohesive skills are mapped into every unit studied so they can further grasp their impact on the natural world; the changing global environments play a large part in MRA's bespoke curriculum structure so that our pupils leave us with a sound grasp of human impact on the natural world.



Implementation

Throughout our knowledge-rich curriculum, we ensure both prior knowledge and skills are congruently sequenced and learnt by the pupils by making connections both within themes in a year group and across the geography curriculum as a whole. The children will study 2 geography units per year which centre around a Key Golden Question to ensure that the knowledge acquired is logically sequenced around a central idea which the children are expected to answer in an essay at the end of the unit – this is to show the depth and breadth of their learning. Each lesson begins with a Knowledge Recall to develop pupils' schemas, and connections are made explicit; lessons are expertly crafted to create tasks to elicit the key knowledge of the lesson. The vocabulary pupils are to learn and know are carefully mapped to each unit and teacher subject knowledge is secured through MRAs rigorous approach to medium-term planning; knowledge organisers have been created to ensure there is a distinct focus on vocabulary development. Field trips are carefully planned to enhance children's understanding of changing environments and our local area is used as a focus teaching point. Our writing curriculum also compliments our geography curriculum, further enhancing the provision at MRA.



Impact

Pupils at MRA show a deep sense of enquiry and enthusiasm about geography and books evidence rich tasks to elicit the key knowledge that they are intended to learn. Our pupils retain prior-knowledge and are able to explicitly make connections between what they have previously learnt and what they are learning, using technical vocabulary linked to the unit. Due to the engaging units selected, the pupils are able to make links to local, national and international geography and MRA take full advantage of the academy's location. The children will have an expert understanding of the ways in which places are interdependent and interconnected and that human and physical environments are interrelated; they leave MRA with a commitment to the subject and sense of curiosity to find out about the world and its people.



Progression

The cohesively structured units are mapped so that pupils have a growing knowledge base around key concepts of places (how they are similar and different), location (naming and identifying locations) and human impact (physical and human geography and their interconnected nature). The learning has been meticulously sequenced to ensure pupils are building a strong schema around a Key Golden Question so that key knowledge is being used in a variety of ways. Fieldwork is strategically mapped out, so pupils are building progressive skills in being able to make conclusions on physical spaces and ask pertinent questions. Progression is evident where at the end of the unit, the pupils answer the Key Golden Question in a formal essay to showcase the breadth and depth of their knowledge.



Enrichment

MRA's Enrichment Curriculum ensures that pupils have access to a wide range of enriching and engaging activities. Educational trips and visits have been carefully curated to ensure that it supports the unit being studied with fieldwork being a tenet of our Geography curriculum, providing hands-on experiences. We fully capitalise on our local area and use its rich geographical changes as a basis for teaching. Book corners are well-stocked with topic-appropriate texts to enhance pupils' understanding and our writing curriculum is mapped carefully to incorporate elements of our humanities subjects. The geography curriculum is also enhanced by the writing curriculum as Core Texts for writing have been mapped out carefully to further add to the subject content the children will be studying.



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Year Group Map

Year Group	Autumn	Spring	Summer
EYFS	Me <u>Key Golden Question:</u> What is in my community?	My World <u>Key Golden Question:</u> Where do I live?	My wider world <u>Key Golden Question:</u> Where do other people live?
Year 1	Seasons (this runs throughout the year) <u>Key Golden Question</u> What are the seasons?		
		Our World (continents and Oceans) <u>Key Golden Question:</u> What and where are the continents and oceans?	Brilliant Britain <u>Key Golden Question:</u> What is the United Kingdom?
Year 2		Extreme Earth: The Cold (Antarctica) <u>Key Golden Question</u> Why is Antarctica so cold?	London and Tobago <u>Key Golden Question</u> What are the similarities and differences between London and Tobago?
Year 3		Extreme Earth: Earthquakes <u>Key Golden Question</u> How do earthquakes happen?	The Amazon Rainforest <u>Key Golden Question</u> What is deforestation?
Year 4		Extreme Earth: Volcanoes <u>Key Golden Question</u> How are volcanoes formed?	London and Rome <u>Key Golden Question</u> What comparisons can you make between London and Rome?
Year 5		Extreme Earth: Mountains <u>Key Golden Question</u> How are mountains formed?	The Arctic Circle <u>Key Golden Question</u> What has been the human and environmental impact on the Arctic Circle?
Year 6		Extreme Earth: Rivers and the Water Cycle <u>Key Golden Question</u> Why are so many cities located by rivers?	My Hackney (Windrush) <u>Key Golden Question</u> How has Hackney changed over time?