

Oasis Academy Broadoak Curriculum Statement

Geography



At Oasis Academy Broadoak it is our intention to enable our children to develop an understanding and a passion to explore the planet they live on and the surrounding area they belong to. Being a geographer allows our children to develop locational knowledge, investigate human and physical features and discover the skills of fieldwork. We hope to spark curiosity, critical thinking and a fascination of the world whereby our pupils aspire to pack up their learning and transport it to reality. The future of our planet is heavily in the news due to climate change and the potential impact on our lives therefore through our geography curriculum we aim to equip our pupils with knowledge about diverse places, people, resources and environments and the impact this has on our lives.

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Each unit will have an associated knowledge organiser which states the key golden nuggets to be learnt. • All lessons will start with a 'do now': something we learnt previously, something we learnt last week and something we are learning now – to continually revisit prior knowledge. • All lessons will have a learning objective that clearly communicates the new knowledge being learnt. • Success criteria will provide clear steps to achieve the LO including the geographical skills used to apply this knowledge. 	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> • Children know what they are learning and why. • Children will begin to link prior learning to new learning. • Children have confidence in discussing geography, their own work and identifying their own strengths and areas for development. • Children can show that they are challenged and how.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum and lesson structures to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as geographers. • Ensure teachers' subject knowledge is sufficient and put training in place where needed. • Lead staff training where needed. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Have a developed learning wall which contains: <ul style="list-style-type: none"> - Knowledge organiser - Journey of learning - Key 'golden nuggets' learnt - Key vocabulary - Celebration of work • Have geographical equipment needed for the unit of work eg globe, atlases etc • Have quality texts related to the topic of learning 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Children have the opportunity to learn geographical knowledge and apply this through geographical skills /fieldwork • Clear progression of geographical skills in line with the expectations set out in the progression document and the national curriculum. • Knowledge grab at the end of the unit, using the layout of the knowledge organiser, to show what they have learnt.

The class teacher will, with support from the curriculum leader:

- Plan appropriate sequences of lessons which develop appropriate coverage of knowledge, skills and vocabulary.
- Design knowledge organisers that capture the key nuggets of learning throughout the unit.
- Ensure that resources are appropriate.
- Incorporate fieldwork in each unit of work.
- Seek support from leaders when needed.

Our children will be:

- Engaged because they are challenged by the curriculum which they are provided with.
- Resilient learners who overcome barriers and use the learning pit to help them with this.
- Encouraged and nurtured to overcome any barriers to their learning or self-confidence.
- Able to explain what they have learnt and how they can improve.

The curriculum leader will:

- Monitor the impact of the units of work in place.
- Monitor the standards in the subject to ensure outcomes are at expected levels.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.