




















Geography Curriculum





Ankermoor Primary Academy Curriculum



Aim	<p>Learn together, achieve together</p> <p>At <u>Ankermoor Primary Academy</u> we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life.</p> <p>We aim to 'inspire all to excellence'</p>								
Trust Vision	Inspiring all to excellence								
Trust Values	<p>We care</p> 	<p>We leave no-one behind</p> 	<p>We celebrate individuality</p> 	<p>We are brave</p> 					
Fundamental values	<p>High Expectations</p> 	<p>Perseverance</p> 	<p>Enjoyment</p> 	<p>Respect</p> 	<p>Trust</p> 	<p>Responsibility</p> 			
Big ideas	A	N	K	E	R	M	O	O	R
	Adventure	Nature	Knowledge	Enterprise	Relationships	Movement	Observe Critically (evaluating)	Observe Thoughtfully (empathising)	Respect
									



Curriculum Intent



Builds on our fundamental values of 'High Expectations, Perseverance, Enjoyment, Respect, Trust and Responsibility'.

Promotes a life-long love of learning.

Enables children to offer opinions and reason articulately, whilst also being able to debate and disagree respectfully.

Raises aspirations and open's their eyes to a world beyond their immediate surroundings.

Promotes practical everyday life skills that prepares our children for the future.

Enables children to become active learners who are positively engaged in the acquisition of skills and knowledge.

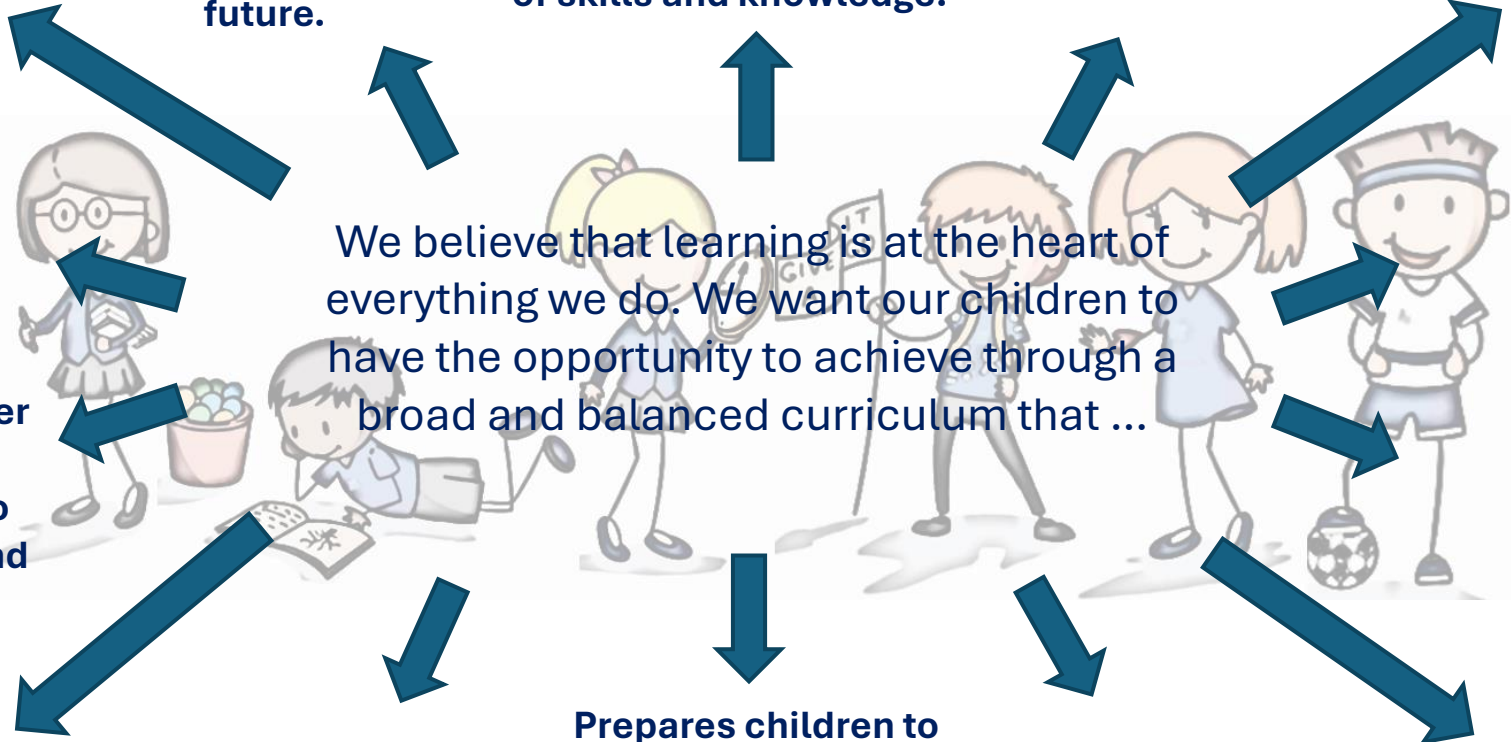
Promotes creativity, curiosity, and confidence.

Allows children to be able to reflect on their learning and to improve their own work.

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge.

Builds character, resilience, self-motivation, and a will to succeed.

To provide opportunities for our children to learn in different ways and to have a wide variety of learning experiences.



We believe that learning is at the heart of everything we do. We want our children to have the opportunity to achieve through a broad and balanced curriculum that ...

Develops a hunger for knowledge and to have the resilience necessary to tackle challenges and problems.






Prepares children to take risks and learn from their mistakes.

To enable children to develop as independent learners as well as being able to work collaboratively.

Subject Specific Sequencing and Key Concepts: Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See Geography long term plan with key concepts)







Big Ideas:

These are the overarching ‘*Anker Moor*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘Observing Critically’; making observation in Science, identifying main ideas within a text in English, observing and critiquing artwork, analysing data sets in maths, evaluating historical sources, observing local ecosystems within Geography, self reflection and critical thinking in PSHE.









A	N	K	E	R	M	O	O	R
								

Character Virtues:

These are the underpinning qualities and character traits that we desire all of our children, and staff, to demonstrate.

High Expectations 	Perseverance 	Enjoyment 	Respect 	Trust 	Responsibility 
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IMPLEMENTATION – Our approach

A	N	K	E	R	M	O	O	R
								

Geography at Anker Primary Academy, is taught by following the scheme of work from Kapow. We chose Kapow for our pupils as we believe that it supports our aim to build citizens of the world, our intrinsic values, virtues and ‘Big Ideas’.

‘Kapow Primary’s Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.’ (Kapow)

IMPLEMENTATION – Our approach

Geography is split into four strands: Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

Sequential development of Geography enables pupils' understanding of the following concepts:

- Place - Understanding and forming an imagination of a 'place' means looking at all these different characteristics together.
- Space - Understanding 'space' involves examining location, distribution, interaction and distance and the relationships between them.
- Scale – the size of geography, from local to national, international and global.
Interdependence – highlights how everything, including people, places, environments , and processes are linked together.
Physical and human processes – understanding the natural and societal influences that shape our world.
- Environmental impact/Sustainable development – environmental impact and sustainable development explore the relationship between humans and the Earth.
- Cultural awareness/diversity – to understand the world's rich array of physical and human characteristics.

Staff at Ankermoor Primary Academy create a positive attitude towards geography learning both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice are key facilitators used to support all children in their learning. Key vocabulary is an integral part of each unit of work, enabling children to have a greater understanding of important key concepts, '*Golden Threads*', thus enabling them to communicate geographical information.



EYFS Development Matters 2020: Understanding of the World

Understanding of the world involves guiding children to make sense of the physical world and their community. The frequency and range of children`s personal experiences increase their knowledge and sense of the world around them.- from visiting parks, libraries and museums to meeting important members of society. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support, understanding across domains. Enriching and widening children`s vocabulary will support later reading comprehension.

Key Stage National Curriculum Expectations: History

Key stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world`s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

IMPACT– Our approach

At Ankermoor Primary Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays.

Impact is also measured at the end of a unit of work through:

- the use of subject specific Assessment One Notes
- Internal and external picture building

