

Subject Overview – 2022/23 – Layton Primary School

At Layton, we believe that learning takes place over time, resulting in a change in long term memory from Unconsciously incompetent to Unconsciously competent, and involves forgetting, revising, consolidating, extending and applying knowledge in a variety of contexts. To do this, children need to think deeply and critically about subject matter and engage with difficult concepts. Learning is, and should be, hard.

Impact

Successful undertaking of a series of half-termly critical question which demonstrate the links between the concepts and categories

Implementation

Developing geographical critical thinking

Use of geographical tier three vocabulary

Relevant cultural capital enrichment opportunities

Intent

Geography

To secure and apply geographical understanding whilst creating critically-thinking, global citizens, with a keen sense of wonder, who understand their role in protecting the world

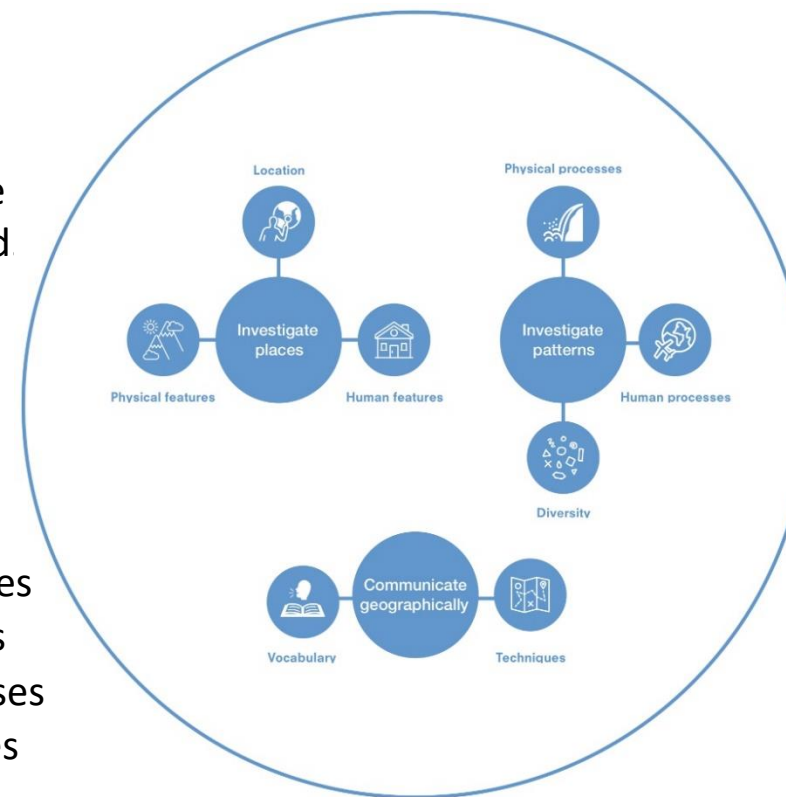


Categories

- Location
- Techniques
- Diversity
- Human processes
- Human features
- Physical processes
- Physical features

Concepts

- Communicate geographically
- Investigate patterns
- Investigate places



Providing a wide range of geographical resources

Committed geography curriculum leaders

Children can confidently use a range of geographical equipment, such as compasses, maps, or globes

Clear evidence of progression - in categories and concepts - overtime throughout a child's learning journey via a variety of methods: high challenge, low threat quizzes, book looks, child interviews, walk throughs

Use cross curricular links to enhance geographical knowledge

Local geographical fieldwork

Geography 'reading spine'

Literature rich curriculum

Links to current local, national and global affairs

Sequenced whole geography school curriculum

Children apply geographical knowledge and understanding to other areas of curriculum and wider daily life

Children can communicate geographically with confidence both orally and in prose