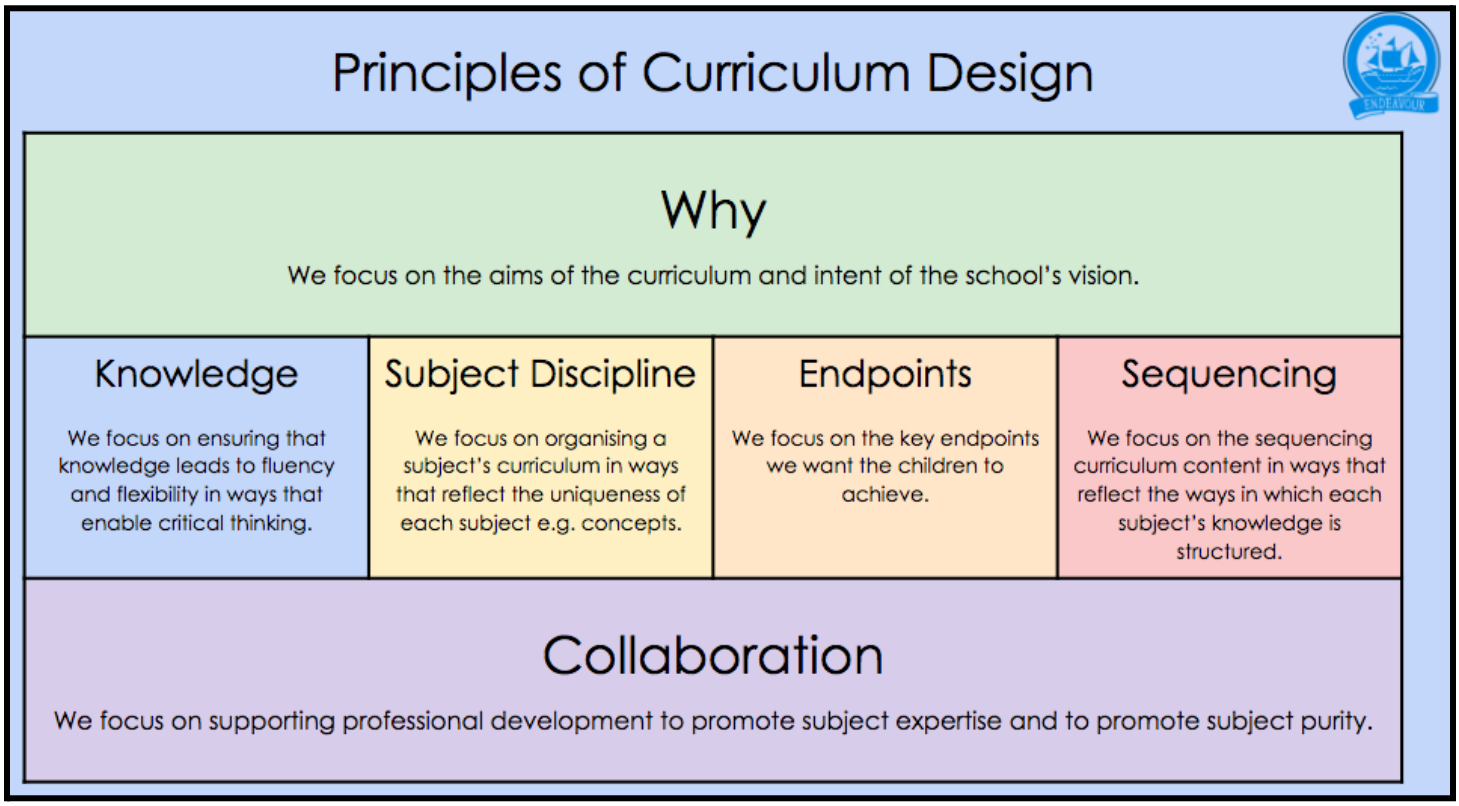
Geography
at Endeavour Primary School

When designing our curriculum, we apply our 6 Principles of Curriculum Design.

Principles of Curriculum Design



1. We focus on Why

Why do we educate?

How does Geography support the aims of our curriculum?

At Endeavour, we know that there is some knowledge and values that are so important that we don't want to leave their transmission to chance. When designing our curriculum, we select the knowledge that children will need to achieve the following:

- to experience personal empowerment,
- to gain the knowledge expected of someone living in the UK,
- to be prepared to make informed decisions as part of democratic society,
- to be prepared to become a productive and prosperous member of the workforce.

Our Geography curriculum is a vital part of achieving our curriculum aims.

Personal Empowerment

At Endeavour, we design our curriculum in ways that lead to children being able to actively participate in their lives. In Geography, by learning the knowledge and concepts that we have chosen to learn in detail, children learn to think critically. This prepares them to be active participants in their own lives. For example, repeatedly returning to the domain knowledge and key concepts in increasingly complex ways develops transferable critical thinking skills. This critical thinking prepares children to make decisions about their lives and to access learning about any area of Geography with success in secondary school.

Furthermore, Geography is a crucial component of our curriculum because it helps us to pass on the best that has been thought and known and to ensure that our children leave primary school with an expected amount of knowledge about the world.

Cultural Transmission

At Endeavour, we design our curriculum in a way that ensures that we pass on the best that has been thought and known. In Geography, by developing fluency in the knowledge that we have identified should be developed fluently, we give our children important knowledge that empowers them to thrive. For example, we want our children to develop fluency in the following areas:

- Location
- Physical Geography
- Human Geography
- Human against Physical
- Culture
- Key concepts:
    - Place, Industry, Impact and Identity

As well as giving children empowering knowledge that allows children to participate in their own lives and to enter society with an expected amount of knowledge, Geography also prepares children for citizenship.

Preparation for Citizenship

At Endeavour, we design our curriculum in a way that prepares children to make informed decisions as members of a democratic society. In Geography, by developing fluent knowledge of the domain knowledge and our chosen key concepts (Place, Industry, Impact and Identity) we prepare our children to make informed decisions. For example, we know that children who can compare locations will be more able to think critically about issues affecting their community. Furthermore, we know that children who have developed fluent knowledge of the concept of 'culture' will be better prepared to understand complex situations.

In addition to empowering children to participate in their lives, giving the expected amount of knowledge and preparing children to make informed decisions, the Geography curriculum prepares children to thrive in the workplace.

Preparation for Work

At Endeavour, we design our curriculum in a way that prepares children for work. In Geography, by developing fluent knowledge of the domain knowledge and our chosen key concepts (Place, Industry, Impact and Identity) we prepare our children to succeed at work. We know that Geography develops transferable skills and that knowledge of the design process and our key concepts prepares children with mental models that can be applied to any industry. For example, developing knowledge of the relationship between physical and human geography prepares children to work in a world where sustainability is increasingly important.

When designing our curriculum, we ensure that we select knowledge and structure its implementation in ways that lead to personal empowerment, cultural transmission, preparation for citizenship and preparation for work. However, we also acknowledge that there exists the injustice of disadvantage and so we shape our curriculum around the core aim of tackling disadvantage.

Tackling Disadvantage

At Endeavour, we take seriously the responsibility to address the fact that children do not enter school with the same starting points. For example, we know that children enter school with different amounts of background knowledge, knowledge of vocabulary and having had different opportunities to access a range of life experiences.

At Endeavour, we tackle disadvantage by intentionally giving children background knowledge and vocabulary and by ensuring that our curriculum is a window to the world beyond their lived experience.

Importantly, we ensure that our curriculum is a window for *all* of our children and that we, therefore, promote representation and diversity. In some subject areas, strategies to promote representation and diversity are more overt. For example, in Reading, we make deliberate choices through the lense of representation and diversity, choosing texts for the children to read that have diverse characters, settings, themes and are written by diverse authors. In other subjects, strategies are more subliminal. For example, in all subject areas, we promote representation and diversity by giving the message that 'you don't have to be a certain way to be successful'.

In Geography, we place great emphasis on learning to learn about culture. Through this we have selected a wide range of varying cultures to instill the message that 'you don't have to be a certain way to be successful'. For example, in Year 2, when children learn about New Zealand, we ensure that they learn about the Maori culture. In doing so, we enrichen the children's world and celebrate the differences between cultures around the world and themselves.

Knowledge, Sequencing, Endpoints

What do we teach? When do we teach it? What are the Endpoints

'Knowing where your curriculum is headed is important: 'The clearer you are about where you want to go, the better chance you have of getting there' (Mccrea, 2015, p. 32)

Our Geography curriculum focuses on the key endpoints we want the children to achieve and we focus on breaking content down into appropriately-sized chunks and teaching them in a meaningful order.

Year Group	Curriculum Endpoints	Term taught
Year 6	Peru: A Land of Contrasts Children know the following: ● Identify the position of Peru and significance of latitude, longitude, Equator and hemispheres. Looking at how the location of Peru affects its time zone. ● Understand geographical similarities and differences through the study of human and physical geography a region within South America ● Describe and understand key aspects of physical geography and how this has shaped and affected Peru and its culture ● Describe and understand key aspects of human geography and how this shaped the land use, industry and settlements of Peru. ● Identify the physical and human geography that has shaped the lives of the Peruvian people and developed their cultural identity This is the unit where the children secure their knowledge of geography as this is the first location where all elements of their geography knowledge is pulled together. The children will apply their knowledge of map skills by locating Peru, seeing the varied topography of the country and how this has shaped the country. They will apply the knowledge of physical geography to see the varied biomes and geographical processes that are within Peru. The children will learn how all of these interact with one another to create a country where its rich geographic diversity is directly impacted by the human geography of people trying to make a living.	Spring 1
	Fieldwork	Summer 1

Year Group	Curriculum Endpoints	Term taught
Year 5	What a Grand Adventure	Summer 1/2

	Children know the following: ● Identify the position of Arizona and significance of latitude, longitude, Equator and hemispheres. Looking at how the location of Arizona affects its time zone. ● Understand geographical similarities and differences through the study of human and physical geography of a region within North America. ● Describe and understand key aspects of physical geography such as the Grand Canyon, the Colorado River, the many deserts of Arizona and its woodlands. ● Describe and understand key aspects of human geography such as the city of Phoenix, its large mining industry and tourism sectors and how these are directly affecting the physical geography of Arizona. ● Identify the physical and human geography that has shaped the lives of the Native American people and how it is still going on to this day. In this unit, the children will be learning about a landlocked state in North America. They will be seeing a country that is very similar to their own in its culture, but contrasting heavily with its physical geography. Children will learn about how the topography of Arizona creates this diverse landscape as well as how people have overcome the landscape to make a living for themselves, often with a cost to the physical geography around them. They will apply their knowledge of maps, reference numbers as well as longitude and latitude to locate key areas of physical and human geography and how the people of Arizona have set up their cities to accommodate their jobs. The children will also look into the Native Americans and how their relationship with the geography around them is contrasted to that of the Americans around them.	
	<u>Fieldwork</u>	Summer 2

Year Group	Curriculum Endpoints	Term taught
Year 4	<u>A land of Ice and Fire</u> Children know the following: ● Identify the position of Iceland using longitude and latitude and use six figure grid references to locate key features of Iceland. ● Understand geographical similarities and differences to the United Kingdom as an island through the study of human and physical geography of a European country. ● Describe and understand key aspects of physical geography such as volcanoes, geysers and its geological activity. ● Describe and understand key aspects of human geography such as the city of Reykjavík, its fishing industry and how its people impact the	Summer 1

	world around them. • Identify how human and physical geography affects the lives and beliefs of the people who live there. In this unit the children get to compare their knowledge of the United Kingdom and that of New Zealand with another island. They will apply their knowledge of these two islands to Iceland and compare the differences in location and physical geography. They will look at how the physical geography of Iceland has shaped the country and how its active geological processes still have an impact to this day. They will compare how the people live and work with what they already know and learn how they have adapted to live on such an isolated island. Finally, looking at how the island itself has shaped the lives of those who live on it.	
	<u>Fieldwork</u>	Summer 2

Year Group	Curriculum Endpoints	Term taught
Year 3	<u>Ice Trap</u> Children know the following: • Identify the position of Antarctica on a map, Lines of longitude and latitude and how to locate places around the world using them and where the Equator and the Tropics of cancer & capricorn are located. • Describe and understand key aspects of physical geography such as the ice shelves and that it is labeled as a desert tundra. • Describe and understand key aspects of human geography such as the continent not belonging to any one country and is used for scientific research by many countries. • To understand the impact of having temporary human habitation on Antarctica In this unit the children get to compare their understanding of islands to Antarctica and see the contrast in how different they are. They will learn about the extreme temperatures of Antarctica that have drastically affected its landscape. They will use their understanding of human settlements and industry to see how Antarctica only allows for certain settlements and groups of people to live for a short amount of time and work there.	Spring 1
	<u>Fieldwork</u>	Spring 2
	<u>Off to the Lakes</u>	Summer 1

	Children know the following: ● Identify the position of the Lake district within the United Kingdom using locational language to describe its county and position relative to Andover. To be able to read an atlas and understand its key to help decode locations and key features. ● Describe and understand key aspects of physical geography such as the lakes and how the valleys in the Lake District were formed. ● Describe and understand key aspects of human geography such as the varied settlements and industries within the Lake District. ● To understand the impact that human presence and industry has on the Lake District and what is being done to mitigate it. In this unit the children get to study a location within the United Kingdom that they can contrast to Andover. They can apply the knowledge they have learned from One Island to Another to see the similarities in physical geography and human geography. They will learn how the Lake District was formed and how this creates the unique physical geography of the county. Finally, they will also learn about the varied human settlements within the Lake District with its focus upon Tourism and farming.	

Year Group	Curriculum Endpoints	Term taught
Year 2	<u>From One Island to Another</u> Children know the following: ● Identify the position of New Zealand using hemispheres and directional language. ● Describe and understand key aspects of physical geography such as New Zealand being made up of two Islands, having active geographical features such as Mount Ruapehu and Whakkari. ● Describe and understand key aspects of human geography such as the location of cities and what industries are within New Zealand. ● Identify the physical and human geography that has shaped the lives of the Māori people and how they still have a large impact to this day. In this unit the children get to study a location within the United Kingdom that they can contrast to their own understanding of Andover. They will apply their knowledge of Andover to see that the weather, seasons and surroundings can be quite similar to what they know already. They will learn about the location of New Zealand and how this affects their seasons compared to us and how the physical geography plays a role in how the islands were shaped. They will explore how humans have adapted to live on a remote island and how this affects the industries that support them. Finally, they will look at the Māori people and how both the physical and human geography shaped their cultural beliefs and views.	Spring 1
	<u>Fieldwork</u>	Summer 2

Year Group	Curriculum Endpoints	Term taught
Year 1	<u>Eye Spy</u> Children know the following: ● Identify the location of Andover and Wincheter using directional language. ● Describe and understand key aspects of physical geography such as hills, rivers, vegetation, seasons and weather. ● Describe and understand key aspects of human geography such as the location of key features of a town and a city, what industry is being undertaken and where people live. ● Identify the physical and human geography that has shaped the lives of the people who live in Andover and Winchester .In this unit the children get to compare Andover to the city of Winchester. They will see what is similar to the local area they understand and learn what is different and why it is. They will look at the physical geography of Winchester and compare it to Andover whilst seeing how humans have adapted and changed the world around them to live there.	Summer 2

Year Group	Curriculum Endpoints	Term taught
Year R	<u>All About Me</u> ● To know what a map is (7) ● Name the 4 countries in the UK and its surrounding seas (7) <u>Autumn Leaves</u> ● Describe what they see, hear and feel whilst outside using senses - what are senses? (7) <u>Let's Celebrate</u> ● To understand places that are special to them and plot these on simple maps (7) ● Identify World in terms of globe and map. Land/sea. ● Identify countries (Uk) on globe / map (7) ● Understand that some places are special to their community (7) ● Develop positive attitudes about the differences between people (7)	Autumn
	<u>People who help us</u> ● Develop positive attitudes about the differences between people (7) ● Identify 'people who help us' and how they help us - Policeman/policewoman, fireman/firewoman, nurse, doctor, dentist (7) ● To draw information from simple maps (maps, GPS in cars - difference between maps and sat nav) (7)	Spring

	<u>Growing</u> ● To understand and describe the effect of changing seasons on the natural world around them (7)	
	<u>Story Makers</u> ● Children will describe what they see, feel and hear whilst outside whilst exploring the world around them (7) ● Identify biomes (desert, rainforest, tundra) (7) <u>Animal Madness</u> ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (7) ● To know that there are different countries and explore the differences they have observed (7) ● To identify and compare human Geography between Kirk and King (7) - Walk between the sites ● Recognise and celebrate some similarities and differences between life in this country and life in other countries (in relation to animals)(7) ● Identify animals that live in biomes (above) (8)	Summer

The following documents are used to specify the knowledge that is taught through each unit of Geography. The knowledge is broken into appropriately-sized chunks and sequenced in meaningful ways that lead to the cumulative development of fluent learning. To see each supporting document, please click on the links below:

<u>Subject Discipline: Key Concepts</u>

What key concepts do we focus on? What do children learn about them?

To avoid a curriculum that is 'a mile wide and an inch thick' subject leads focus the curriculum on 'fewer topics pursued to greater depth' (Oates, 2010, p.17)

When designing our curriculum, we focus on organising a subject's curriculum in ways that reflect the uniqueness of each subject.

Key takeaways regarding key concepts in the Endeavour Curriculum:

- Each subject is unique and has its own concepts;
- There are numerous concepts but some can be deemed as being 'key';
- The selection of 'key concepts' is contestable;
- When selecting 'key concepts', subject leaders are steered by the school's vision and the aims of the curriculum;
- Concepts are complex and 'knotty';
- The knowledge to be learned about each concept must be broken down, sequenced and

returned to repeatedly;
- Developing fluent, flexible knowledge will allow for critical thinking about our chosen 'key concepts'.

In Geography, we have chosen to focus on the following key concepts:

- Place
- Industry
- Impact
- Identity

Why did we choose these concepts?

These concepts have been chosen because they support the overall aims of our curriculum: they instill knowledge that tackles disadvantage and promote understanding that supports social mobility.

'When considering how to sequence knowledge across a curriculum, it is useful to consider the ways in which subjects differ. Different subjects may have different bodies of knowledge; this knowledge is structured in different ways (Bernstein, 1999).'

Additionally, the concepts have been chosen because they function as important 'unifying big ideas' and they help children make links with what they have previously learned. Importantly, this reflects the fact that some knowledge in Geography is developed cumulatively. The knowledge learned does not always directly build on what has been previously taught. For example, learning substantive knowledge about New Zealand does not directly support learning about the Lake District. Focusing on our chosen key concepts supports curriculum coherence and helps children to tie together what they are learning by infusing the curriculum with golden threads.

Why Place?

By repeatedly returning to the concept of Place by comparing the features of areas they have studied, children develop an increasingly fluent and flexible understanding of what is the same and what is different around the world. By focusing on Place, we empower children with cultural capital that empowers them to make more informed decisions about their lives.

Why Industry?

By repeatedly returning to the concept of Industry, children develop fluent, flexible knowledge about the interaction between physical and human geography. By focussing on Industry as a concept, we empower children to make informed decisions about their lives and prepare them to join the workforce.

Why Impact?

By repeatedly returning to the concept of Impact, children develop flexible knowledge that allows for critical thinking regarding sustainability. This prepares children to make informed decision as members of a democratic society.

Why Identity?

By repeatedly returning to the concept of Identity, children develop the knowledge they need to think critically about their own lives and the lives of those they would meet in different parts of the world. This empowers children to consider different perspectives and prepares them to 'go beyond' their lived experience.

Concept	Place
Year 6	Children learn that the experience of people within different places are greatly impacted by the places' geography.
Year 5	Children learn that populations can grow around physical resources.
Year 4	Children learn that two islands in the same hemisphere can share similarities and that differences in physical geography can create large differences.
Year 3	Children learn that there are differences between regions within the United Kingdom. Children learn that some places on the Earth are uninhabited.
Year 2	Children learn that location influences place. They learn that while islands can share some similarities, differences in location can lead to there being many differences.
Year 1	Children learn that cities and towns are different from each other and the reason why this is, even if they are close by.
Year R	Children learn that some places are special to a community. They learn that countries and places can be different from one another. Children learn that different places have different physical geography and that different animals live in different biomes.

Concept	Industry
Year 6	Children learn that people migrate to where industry can offer work.
Year 5	Children learn that places can centre around industry and natural resources.
Year 4	Children learn that industry can be stimulated by a place's unique physical geography.
Year 3	Children learn that physical geography limits industrial opportunities and leads to opportunities such as tourism. Children learn that there are international laws and

	agreements about industry,
Year 2	Children learn that people travel internationally to visit places of interest. Children learn that industry influences the lives of local people. Children learn that people rear animals on land that couldn't be used for other things.
Year 1	Children learn that people visit places of interest. Children learn that industry is an organised way that people make money from opportunities.
Year R	Children learn that there are shops where people live. They learn that some people have jobs that help us.

Concept	Impact
Year 6	Children learn that industry can impact upon the local population as well as the natural environment.
Year 5	Children learn that mass industry has an impact on the landscape and environment. For example, the Colorado River no longer reaches the mouth of the river.
Year 4	Children learn that fishing can be unsustainable.
Year 3	Children learn that over-tourism leads to erosion of the pathways.
Year 2	Children learn that tourism can have an impact on the local community. Children learn that farming can affect the land.
Year 1	Children learn that fields are used for new housing. Children learn that overpopulation leads to congestion.
Year R	Children learn that littering is bad for the environment. Children learn that building houses has an impact on the environment.

Concept	Identity
Year 6	Children learn that the physical geography can influence cultural beliefs
Year 5	Children learn that cultural identity can be endangered by expansion.
Year 4	Children learn that location influences identity.
Year 3	Children learn that tourist attractions are important to local people.
Year 2	Children learn that some places have a native population.
Year 1	Children learn that people can be proud of where they live.

Year R	Children learn that there are different cultural communities. They learn that celebrations are celebrated differently in different religions. Children develop a positive attitude to differences between people.

Subject Discipline: Geographical Skills and Fieldwork

How do children learn about fieldwork and how do they apply it?

'The more detailed and interconnected the mental model, the more flexible the knowledge, and the more likely pupils will be able to transfer their knowledge to different contexts' (Willingham, 2002)

When designing our curriculum, we focus on ensuring that knowledge leads to fluency and flexibility in ways that enable critical thinking that allows children to think in depth about chosen curriculum content.

Key takeaways regarding developing fluent knowledge in the Endeavour Curriculum:

- To achieve the aims of our curriculum, we want children to be able to think critically;
- Thinking critically is cognitively challenging;
- Children need to be able to transfer knowledge;
- Subject leaders identify knowledge that will be developed flexibly;
- Children need to develop fluent knowledge;
- Subject leaders select the knowledge that will be developed fluently;
- Critical thinking is different in each subject.

Developing geographical skills and fieldwork is an important part of our Geography curriculum and we want children to develop fluent knowledge that they can apply and transfer flexibly. We understand that, while learning about the domains of geography is important cultural capital, learning *how* to learn about Geography is what we want to be developed fluently:

- It empowers children to more easily learn the next chunk of Geography they will be taught;
- It develops critical thinking;
- It prepares children for learning in Key Stage 3.

Which fieldwork skills are developed through our curriculum?

Geographical Skills and Fieldwork		
How connected in Andover?		
Year 6	maps	Children use OS maps of Andover to identify transport connections and what they connect with, relying on the key. Children create maps that reflect the connectedness of Andover, creating a key.
	compass directions	Children use 8 points of the compass to describe direction and location e.g. to the north-east of.. Children acknowledge orientation of maps and orientate their drawings with growing accuracy.
	observe	Children observe human use of transport links in the town centre, at the bus station and at the railway station.
	measure	Children measure the number of people using public transport and their purpose for using those services.
	record	Children use pre-planned questions and tally charts to record the information gathered from members of the public.
	present	Children collate information and create tally charts and bar charts to represent the findings of different groups. Children present information in a brieflet for new/prospective parents.

Lesson 1 - L.O. I know how to use maps.
- Locate Andover on OS map
- Use key to identify key transport links.
- Record a brief summary of how well Andover is connected, according to the map.

Lesson 2 - L.O. I know how to plan a survey.
- Draw a map, using a key to illustrate the ways Andover is connected.
- Ask the question: How well are these links used?
- Plan places to survey the public.
- Plan questions to ask and create tally charts.

Lesson 3 - L.O. I know how to record data.
- Survey the public.
- Record results in tally charts.
- Gather additional information gathered from the public.

Lesson 4 - L.O. I know how to present information.
- Collate data from all groups.
- Present findings, using tally charts and bar charts.
- Evaluate results and draw conclusions.
- Compare with what children know about St Mary Bourne - refer to Y3 fieldwork presentation.

Lesson 5 - L.O. I know how to present information.
- Children present their findings and conclusions in a breiflet for prospective parents.

Geographical Skills and Fieldwork		
How healthy is the River Anton in Andover?		
Year 5	maps	Children use OS maps of Andover and the local area to identify the source of the River Anton and its course to the River Test. Children create maps that reflect the river's journey through Andover. Children use shading to illustrate development by the river i.e. housing.
	compass directions	Children use 8 points of a compass to describe the location of the River and the direction of its course. Children acknowledge orientation of maps and orientate their drawings with some accuracy.
	observe	Children observe the impact of human activity on the River Anton
	measure	Children measure the evidence of human impact on the river.
	record	Children use digital cameras to capture evidence of the erosion of pathways. Children use rulers and tape measures to measure the scale of erosion. Children use digital cameras and tally charts to record the number of incidents of littering and fly tipping that have been observed.
	present	Children present findings as a poster to illustrate the impact of human impact.

Lesson 1 - L.O. I know how to use maps.

- Children use an OS map and its key to identify the location of the River Anton's source and its journey through Andover until it converges with the River Test.
- Children create a map to reflect their findings, from source to the town centre.

Lesson 2 - L.O. I know how to use positional and directional language.

- Children use positional and directional language to describe the location of the source and the direction of the river's journey.

Lesson 3 - L.O. I know how to plan a survey

- Children plan fieldwork in order to answer the question 'How healthy is this stretch of the river?'
- Children plan what to measure and how to record the data.

Lesson 4 - L.O. I know how to record data.

- Children visit the River Anton, locate its source and observe, measure and record observable impact of human activity.

Lesson 5 - L.O. I know how to present information.

- Collate data from all groups.
- Present findings, using tally charts, bar charts and photographs.
- Evaluate results and draw conclusions.
- Compare with what children know about St Mary Bourne and the Lake District - (refer to Y3 fieldwork presentation about St MB).

Lesson 6 - L.O. I know how to present information.

- Children present their findings and conclusions as posters to share in Phase Assembly to encourage children to be noble outside of school.

Geographical Skills and Fieldwork		
Which part of Andover has the most facilities?		
Year 4	maps	Children use OS Maps of Andover to identify the facilities on offer to its inhabitants e.g. schools, colleges, industrial estates, hospital, churches, museum, sports grounds, leisure facilities, train station, bus station. Children draw features onto a simplified OS map for a chosen quadrant.
	compass directions	Children use positional language to describe the location of the facilities on offer in Andover e.g. In the North East of Andover, you will find..'
	observe	Children answer the question 'Which part of Andover has the most facilities?'
	measure	Children measure the number of facilities on offer to Andover's inhabitants in each quadrant.
	record	Children use a tally chart for each quadrant to identify the number of each type of facility present.
	present	Children evaluate their findings and answer the question 'Which part of Andover has the most facilities?' Children use spoken language to justify their opinion.

Lesson 1 - L.O. I know how to use maps

- Children use an OS map of Andover and use its key to identify and count the number of facilities on offer.

Lesson 2 - L.O. I know how to plan an enquiry

- Children are posed the question 'Which part of Andover has the most facilities?'
- Children record a short plan and method e.g. I am going to divide the town into 4 quadrants and then count how many of each type of facility there are in each part.'
- Children divide an OS map of Andover into 4 quadrants and use a tally chart to record how many of each type of facility can be found in each.

Lesson 3 - L.O. I know how to measure and record

- Children go through the four quadrants tallying number of facilities
- Children compare their findings with what they found when they visited St MB in Y3.
- Children create a tally and mark the location of the facilities of their chosen quadrant.

Lesson 4 - L.O. I know how to present information

- Children evaluate their findings, considering the subjective value of each type of facility.
- Children record their opinion regarding the question 'Which part of Andover has the most useful facilities?'

Geographical Skills and Fieldwork		
How connected is St Mary Bourne?		
Year 3	maps	Children use atlases and the key to locate St Mary Bourne and identify its features, contrasting them with Andover. Create a 'to scale' map, showing the key features of the village.
	compass directions	Children use compass directions (4 points) and positional language to describe the location of St Mary Bourne and its features.
	observe	Children observe the human activity taking place in St Mary Bourne e.g. traffic Children take digital photos of key features of the village.
	measure	Children measure the makeup of the traffic in a village to answer the question: 'What type of vehicles drive through St Mary Bourne?'
	record	Children use tally charts to record the type of vehicles found passing through St Mary Bourne.
	present	Children create a bar chart to present their fieldwork findings. Children create a map to present their fieldwork findings. Children present information for Y6 to use.

Lesson 1: prepare for fieldwork - L.O. I know how to use maps & plan a survey
- locate St Mary Bourne on an atlas
- describe the location of the key features
- introduce enquiry question
- prepare tally chart

Lesson 2: carry out fieldwork: L.O. I know how to record data
- locate key features and take photos
- measure traffic

Lesson 3: present findings - L.O. I know how to present information.
- present information on a bar chart
- record conclusions

Lesson 4: present findings - L.O. I know how to present information.
- use digital photos
- Using a scaffolded 'to scale' geographical map, children create a key and add detail to the map.

Geographical Skills and Fieldwork		
What can people do in Augusta Park?		
Year 2	maps	Children draw a map to illustrate the route they took on their walk Children use a more detailed map to identify the location of facilities in the wider area of the estate.
	compass directions	Children use positional and directional language to describe the route of their walk and the location of facilities they saw.
	observe	Children observe the facilities that they see on their walk
	measure	Children discuss how much there is to do on the estate.
	record	Children take photos of the facilities that they find on their walk.
	present	Children create a map to illustrate their findings.

Lesson 1 - L.O. - I know how to observe

- Children are posed with the question 'What can people do in Augusta Park?'
- Children gather a list of activities that they think people can do.
- Children go for a walk to observe what people can do in the area, taking photos of key features e.g. bus stop, park, shops.

Lesson 2 - L.O. - I know how to use a map

- Children draw a map (shared drawing - not free reign - heavily modelled - focus on 'We left school and turned right, we walked down the hill and then we….) of the area and stick on printed photos of the features that were found during the walk.
- What can people do? What have we found out so far? Do you think that there is anything else that can be done?
- Tell children that we need to use maps to find out what else is available.

Lesson 3 - L.O. - I know how to use a map

- Children are given questions to answer e.g. Can people go to a Dr?
- Children are given a simplified map with photos/place names.
- Children indicate on the map which feature answers each question.
- Children also answer other questions that reveal the type of facilities that do not exist on the estate e.g. 'Is there a train station?'

Lesson 4 - L.O. - I know how to present my findings

- Children sort images of facilities according to whether or not they can be found on Augusta Park
- Children answer a quiz - true or false questions - related to the facilities that can and cannot be found on the estate.
- Class discussion - Why is there not more in Augusta Park?
- Children conclude that August Park has been designed to give people a safe, healthy place to live and that the features on the estate reflect that purpose.

Geographical Skills and Fieldwork		
Andover: Town or City?		
Year 1	maps	Children look at a simplified map of Winchester and Andover
	compass directions	Children use positional and directional language to describe what they can see from St Giles Hill
	observe	Children when visiting Winchester observe what they can see from St Giles Hill and walking around Winchester
	measure	Children discuss what Winchester has that Andover doesn't
	record	Children tick off the key facilities that they see in Winchester on a eye-spy booklet
	present	Children create a leaflet describing the similarities and differences between Winchester and Andover

Lesson 1 - L.O. I know how to organise information
- Children are frontloaded with information about cities and towns. E.g. this is a cathedral/this is a church.
- Children organise onto a venn diagram if they think it is in a town, a city or both.

Lesson 2 - L.O. I know how to observe
- Children go on their trip to Winchester with a tick booklet of the features discussed in the previous lesson, ticking off the features that they see.
- Teachers verbally discuss what direction the children are looking when standing at St Giles Hill. e.g. 'We are looking West over Winchester'
- Children use directional language e.g.- 'The park is next to the cathedral'

Lesson 3 - L.O. - I know how
- Children collate their findings from the booklets e.g. how many facilities did we see in Winchester.
- Children look back at the venn diagram and add new findings from the visit to the diagram.

Lesson 4 - L.O. - I know how to present my findings
- Children create a leaflet saying what facilities a city has and what facilities a town has.
- Children share the leaflets with Year R.

Geographical Skills and Fieldwork		
Year R	maps	Children draw a map of the route they took during their walk.
	compass directions	Children use positional language e.g. next to, turned left
	observe	Children carry out a short walk around school in the local area. Children notice what they see on their walk e.g. shops, park, place to walk dogs, benches, new trees.
	measure	Children count the things they see e.g. bus stop, shops.
	record	Children draw what they saw on their map.
	present	Children talk about what they saw on their walk.

- Children look at a map with their teacher to plan the route for their walk, using positional language.
- Children go for a walk and talk about what they can see, how many there are, who might use them.
- Children draw maps to represent their walk and draw what they saw.

Implementation

How is our Geography curriculum implemented?

How is our Geography curriculum implemented?

'Learning involves a lasting change in long term memory (DfE 2020).'

Curriculum intent is important: what should be taught and in what order. Curriculum implementation is about how that content is taught (DfE, 2021).

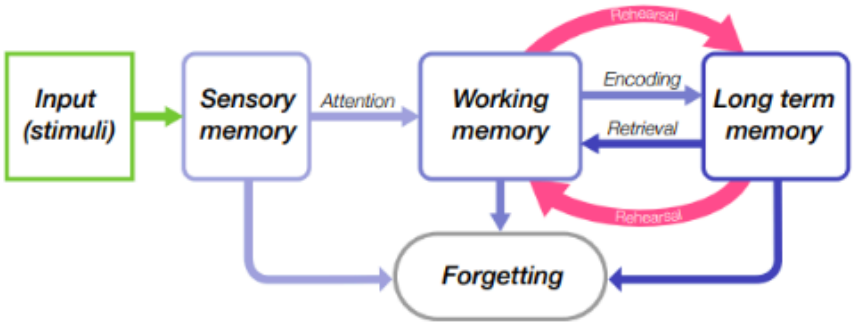
We recognise that curriculum implementation is key to achieving the aims of our curriculum.

At Endeavour, we have developed the following mechanisms to support consistent, effective implementation of our curriculum:

- An evidence-informed approach to High Quality Inclusive Practice (HQIP);
- A 'Model Lesson' format
- An embedded Coaching and Mentoring Programme;
- ECT support programme that goes beyond statutory requirements;
- Strong, supported subject leadership;
- A robust programme of professional development that is aligned with school improvement priorities and is responsive to unfolding development needs of our staff.
- Pupil Progress Meetings

Our approach to implementing our curriculum is founded on our understanding of cognitive science.

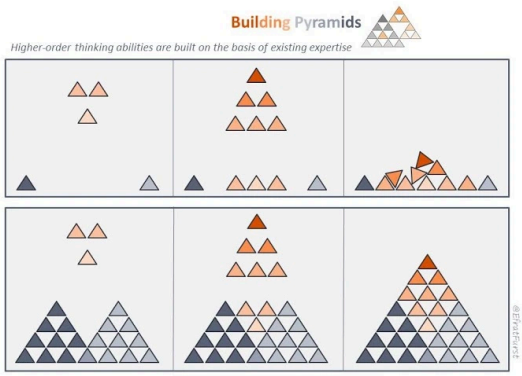
Cognitive Load Theory



Cognitive Load Theory, EEF

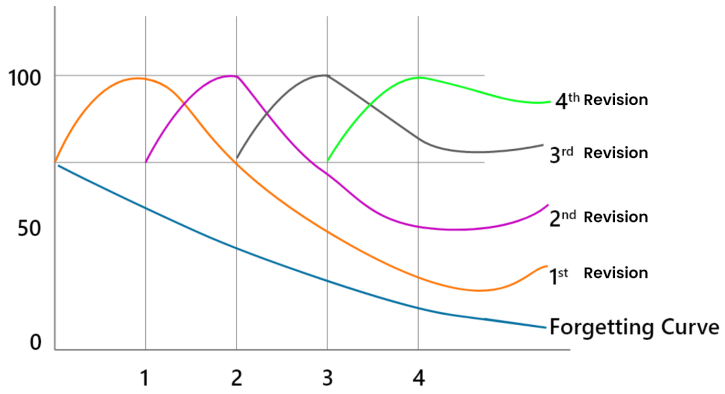
- Learning requires attention
- Learning is processed in the Working Memory
- The Working Memory is supported by knowledge that is stored in the Long Term Memory
- Practice is required to encode new learning and to prevent forgetting.

Secure prior learning supports new learning



- Working Memory is limited
- Secure Prior Learning supports the Working Memory to integrate new ideas with existing knowledge.

Repeated practice prevents forgetting



Ebbinghaus, 1885

High Quality Inclusive Practice

In light of our understanding of cognitive science, we have designed a consistent approach to High Quality Inclusive Practice (HQIP) which is applied in all areas of our curriculum to ensure that the chosen content of our curriculum is well delivered and that delivery leads to lasting change.

Characteristic 1	Characteristic 2	Characteristic 3	Characteristic 4	Characteristic 5
Inclusive, empowering learning environments	Effective learning journeys	Effective scaffolding	Effective modelling	Assessment for learning

Pupil Progress Meetings

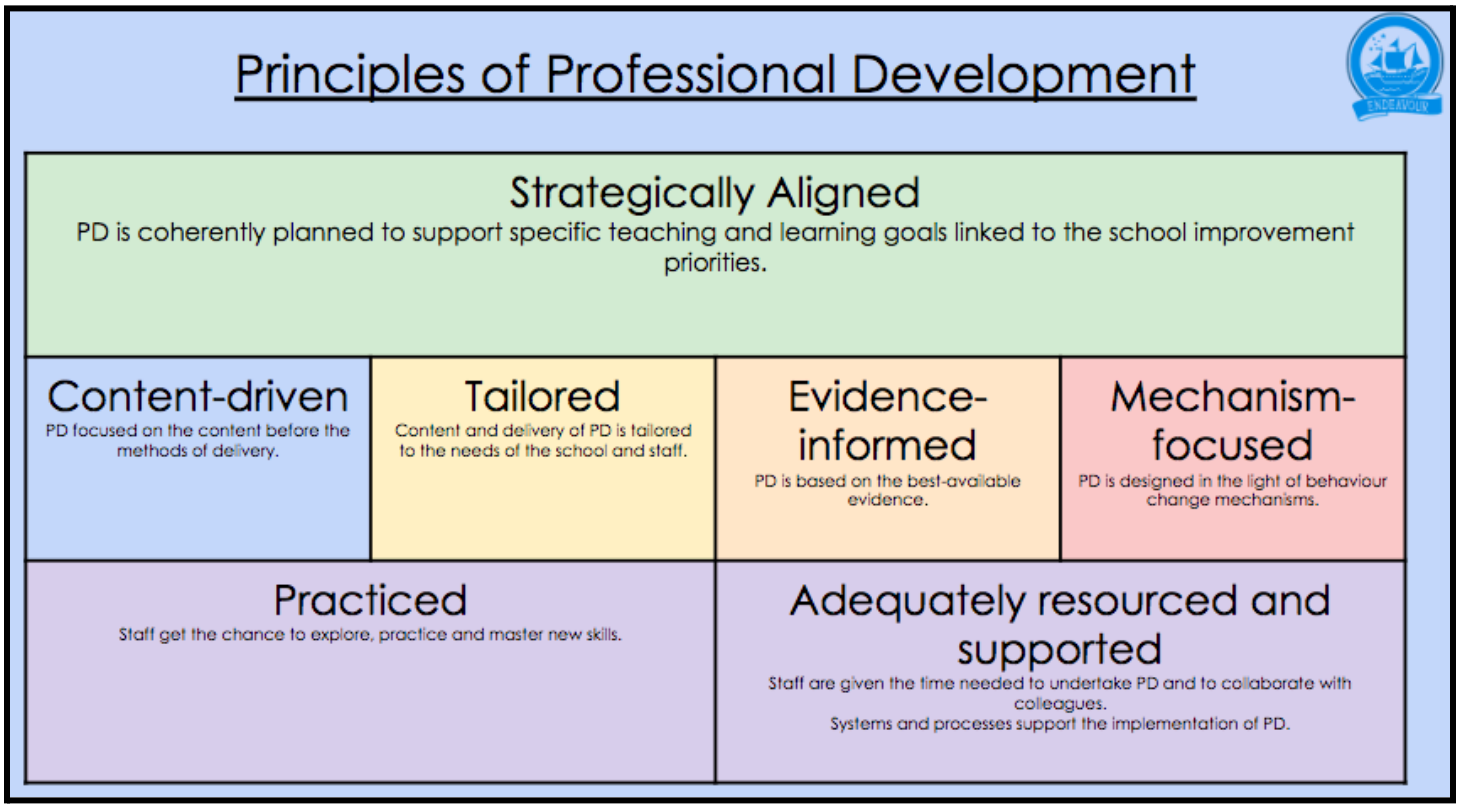
Pupil Progress Meetings take place termly. They are used as a central vehicle to supporting and challenging our teachers to improve outcomes for our children. In the meetings, class teachers work alongside senior leaders to evaluate the information that can be gained from children's bookwork and all the assessment information that can be drawn upon. A significant amount of time is invested in these meetings. The meetings are used to identify children who need further support to achieve and adaptations to delivery (HQIP) and curriculum design are planned with a view to ensuring that all children achieve aspirational targets.

Interim Pupil Progress Meetings

During the half term following Pupil Progress Meetings, Intertim Pupil Progress Meetings take place. These meetings are used to check progress against the actions that were planned during Pupil Progress Meetings and to support and challenge staff to remove barriers to pupil progress.

How is professional development used to support effective curriculum implementation?

Implementation of our curriculum is supported through a robust programme of professional development. All of our professional development is underpinned by our Principles of Professional Development.



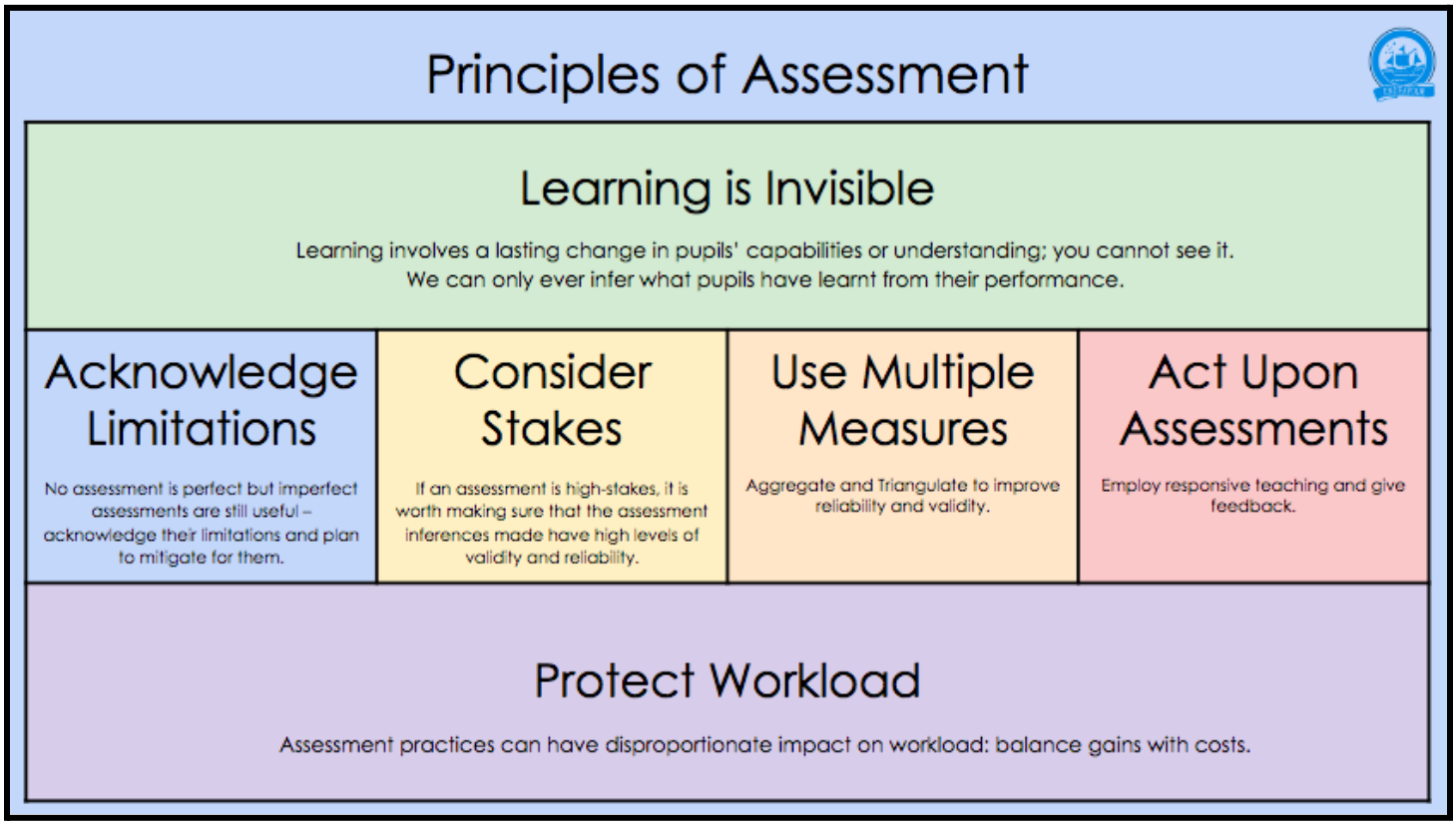
Professional development is planned to support the school improvement plan. Professional development plans are updated to respond to information gained through monitoring, assessment

information and Pupil Progress Meetings. Professional development sessions take place weekly and each one is aligned with the milestones of our school improvement plans.

How is the impact of our curriculum assessed?

In order to achieve the aims of our curriculum, we ensure that children are remembering the chosen curriculum content and make sure that children are knowing and doing more as a result of the implementation of the curriculum, making adaptations and responding to children's achievement.

When evaluating the impact of our curriculum, we apply our Principles of Assessment.



We use the following vehicles to evaluate the impact of curriculum implementation:

- In-class formative assessment techniques
- Focus 5s
- Summative assessments
- Subject leader monitoring
- Senior Leader monitoring
- Governor monitoring
- External partner auditing

In-class formative assessments

Teachers employ a range of formative assessment techniques to make learning 'visible' in order to adapt teaching to meet children's emerging needs. Techniques include using questioning and live marking.

Focus 5s

'Focus 5s' are used across the curriculum to assess whether or not children have remembered key knowledge that was taught in a previous lesson. Focus 5s are designed to strengthen learning through recall, to allow teachers to ensure that children have remembered essential prior learning and to support children to make links between what has been previously taught and the day's new learning. If children struggle with an element of a Focus 5, teachers make adaptations to scaffold, remodel and ensure that gaps in knowledge are filled. Subject leaders and senior leaders review the success that children experience with Focus 5s as a key mechanism for evaluating the impact of curriculum implementation.

Summative assessments

Summative assessments are used across the curriculum to provide information about whether or not children have remembered and can still use what they have been taught. Summative assessment information is used by the subject leader where adaptations to the use of HQIP, adaptations to the curriculum and actions for individual children are considered.

Subject leader monitoring

Having supported the understanding of curriculum intent and planning, subject leaders monitor the implementation of their subject. Subject leaders carry out learning walks, they check Focus 5s, they carry out 'book looks', they carry out pupil conferencing and they evaluate the results of summative assessments. Subject leaders support teachers to respond to assessment information gathered during a learning journey and ensure that appropriate and effective adaptations and interventions are executed in response to assessment information.

Senior Leader monitoring

At Endeavour, we see ourselves as learners. Senior leaders carry out monitoring to ensure that expectations are being met consistently, to identify development needs and to support our team to develop. Senior leaders evaluate the effectiveness of curriculum implementation each week:

- 'Deep Dives' are used to ensure that the full curriculum is being delivered to all children according to curriculum plans and that children are benefiting from the use of High Quality Inclusive Practice.
- Learning Walks are used to monitor the impact of professional development and to ensure consistent delivery of the curriculum according to agreed expectations.

- Termly lesson observations are used as a way to embrace the fact that we are all learners, as a supportive mechanism and as a way to evaluate the effectiveness and consistency of curriculum implementation.
- Pupil conferencing is used to gain an overview of children's experience of all aspects of school life.

Governor monitoring

Our Governors routinely monitor the effectiveness of curriculum implementation:

- They join senior leaders during Deep Dives.
- They join senior leaders and subject leaders during learning walks.
- They ask questions of subject leaders during Curriculum and Standards Committee meetings.
- They seek evidence to support leaders' assertions that school is on track to meet its aspirational 'Assessment Flightpath'.

External partner auditing

At Endeavour, we welcome support and challenge from the Local Authority and benefit from our work being scrutinised. We embrace challenge and celebrate the validation that we are on track to meet and exceed all the targets that we are set.

Collaboration

How are subject leaders supported?

How do subject leaders support others?

Subject leaders provoke a 'continuous culture of discussion, debate, disagreement and exploration' that forms the foundation of effective curriculum design (Ashbee, 2020).

We recognise that designing and implementing a curriculum is challenging. At Endeavour, we embrace this challenge and subject leaders play a central role in championing and pioneering the development of their subjects.

Key takeaways:

- Designing a curriculum is a challenging, ongoing process
- No-one is an expert in every area of the primary curriculum
- Subject leaders are challenged and supported to improve their expertise
- Subject leaders provide clear expectations and clear support to develop the expertise of the teaching team
- Implementation is crucial
- Successful implementation is achieved through our understanding of the science of learning and our model of High Quality Inclusive Practice

- Subject Leaders champion effective assessment in their subjects, applying the school's Assessment of Curriculum Impact principles

How are subject leaders supported?

- Initial 'Curriculum Conversations' training
- Ongoing half termly curriculum discussions with senior leaders
- Planned, protected time to develop curriculum plans
- Planned, protected time to support planning
- Planned, protected time to monitor implementation
- Planned, protected time to evaluate impact
- Released to attend external PD where appropriate

How do subject leaders support others?

- Curriculum plans are clear e.g. knowledge, concepts, endpoints, sequencing (overviews, knowledge planners and plotters)
- Planning is supported
- Teachers are briefed on key endpoints and implementation expectations
- Implementation expectations are clear, specified and supported
- Teachers are supported to know how to respond to assessment information
- Professional development is planned in response to monitoring
- Principles of change management are applied when needed (Engage with beliefs, Secure Alignment, Specify Behaviours, Match Challenge and Support, Revisit and Refine)