



Waltham-on-the-Wolds CE Primary School

Geography – Long Term Plan

To inspire geographical explorers to be fascinated in the world and use their knowledge and skills to play a role in shaping its future. At Waltham we aspire to give pupils a broad and detailed knowledge of people and places from around the world.

INTENT We promote the use of a knowledge-rich curriculum to serve key principles of cognitive science. Scientific research has shown that knowledge is essential to the development of reading comprehension and critical thinking. Research has also shown that those who are rich in knowledge gain new knowledge quicker and more effectively. We therefore place the acquisition of knowledge at the heart of the learning process. Our aim is for all children to access challenging curriculum content that covers a range of subject-specific concepts. We seek to achieve this through the use of high quality curriculum materials that lay out specific, detailed, coherent knowledge – and pedagogical practices that seek to ensure the knowledge is not merely encountered but fixed in the long-term memory. The KS1 curriculum (for each of these subjects) has been designed to introduce pupils to key subject-specific concepts and vocabulary in order to prepare them for KS2. The KS2 curriculum is based on the only safe assumption that a teacher can make: that a pupil might go on to study the subject at university, require particular subject knowledge in their future career, or need particular subject knowledge or skills to enable them to be active members of society. This is the purpose for which they have been designed.

IMPLEMENTATION The use of the pre-planned curriculum materials means that we quality assure the content taught. They also support teachers in their planning, so they can focus on their subject knowledge and pedagogical practice, with this also supported through CPD and professional dialogue. The development of children's knowledge and understanding is further deepened through links made in reading and writing lessons, and assessed at the end of each unit of study through the completion of an essay.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School						
Reception Holly Class	Me and My World		Winter and Cold places	King and Queens	How things grow	Wheels in motion
Year 1 and 2 Willow Class Year A	Unit 1 Around our school	Unit 2 Life in the UK: How do people travel around the UK?	Unit 4 Oceans and Seas			Unit 3 Hot and cold places

Year 1 and 2 Willow Class Year B	Unit 8 Where we live: How could life in our local area be improved?	unit 5 Continents		Unit 6 London		Unit 7 Comparing Brancaster with Shanghai
Year 3 and 4 Oak Class Year A	Unit 1 Our Local Area	Unit 2: UK changes over time		Unit 3: Weather and Climates		Unit 4: Mountains
Year 3 and 4 Oak Class Year B	Unit 5: Rivers	Unit 6: Coasts	Unit 7: North and South America		Unit 8: Volcanoes and Earthquakes	
Year 5 and 6 Sycamore Class Year A	Unit 1: People and Populations What challenges do we face as our world grows?	Unit 2: Renewable energy Is renewable energy changing our world for the better?		Unit 3: Biomes Are humans damaging the Earth's ecosystems forever?		Unit 4 Fairtrade: Is fair-trade really fair?
Year 5 and 6 Sycamore Class Year B	Unit 7 Migration: Has migration changed our world for the better?		Unit 6 Berlin: What are the similarities and differences between London and Berlin	Unit 8 Globalisation: Is globalisation damaging our environment?	Unit 5 Leicestershire: Trade and Industry	

Cumulative Quizzing

The benefit of retrieval practice is one of the most robust findings in cognitive psychology (Roediger & Karpicke, 2006; Storm, Bjork & Storm, 2010). Low-stakes quizzes are efficient, effective and motivating for pupils, whilst providing teachers with vital information about what pupils have misunderstood, and/or what they are struggling to remember. These questions can be easily recycled, utilising the spacing effect to ensure content is retained for the long term instead of being forgotten soon after the lesson or unit has ended.

Lesson Plans

Each unit consists of six, carefully sequenced 'knowledge lessons', which can be contrasted with popular but ultimately less effective 'discovery-based' lessons described by Kirschner, Sweller and Clark (2006) as 'minimally guided instruction'. In line with findings from cognitive load theory (Baddeley & Hitch, 1974; Baddeley 1986; Rosenshine 2012; Sweller, 1988) lessons are chunked into small sessions of explicit teaching followed by regular opportunities for all children to think, apply and practice key skills and knowledge.

Slide Shows

Each lesson includes a slide show to support the teacher in delivering the content of the lessons clearly and precisely. The slides aid pupil memory by making effect of 'dual coding' (Paivio 1986; Mayer & Moreno, 2003). Dual coding can improve the absorption of new knowledge without increasing pupils' cognitive load, with the benefits of receiving explanations through both visual and auditory channels being well established in research literature.

IMPACT We will measure impact through learning walks, work scrutiny and pupil/parent/teacher voice. Subject Leaders meet termly to evaluate impact and assess pupils' learning.