

## Geography Non-Negotiables

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1. 3 units of geography per year to include:
  - Locational knowledge unit (UK based)
  - Local area study (Fieldwork)
  - Wider world study
2. Geography progression map used to aid with planning and assessing ensuring a careful progressive unit of work that builds directly on previous teaching.
3. Medium term plans to be written for each unit including:
  - Overarching unit titles which will be answered over the course of the unit of work;
  - Sub questions for each lesson to build on answering the main question.
4. At least one full enquiry-based unit in every yearly cycle with the opportunity to draw conclusions at the end, linked directly to a purpose for learning.
5. All lessons to contain 5 main parts:
  - **Remember It!** – locational knowledge revisit (2 minutes);
  - **Entry Ticket** – revisit knowledge and skills directly linked to lesson theme (2 minutes);
  - **Key Vocabulary** (2 minutes);
  - **Main Activity and Learning** (30 minutes);
  - **Plenary** – brain dump or multiple choice questions (5 minutes).
6. Year group specific vocabulary introduced at the beginning of each lesson, which builds on vocabulary taught in previous years.
7. All classes have a UK and World Map on the walls to add to a 'traveller' display. All classes have a globe to refer to.
8. No fictional maps used. Key skills like compass points or grid referencing learned through use of real maps.
9. Pupils taught the importance of accuracy and scale when devising maps and plans across the school.
10. Digimap used in at least 1 geography unit per year, building progressively throughout the school. EYFS and Year 1: whole class use building to simple individual use by the end of Year One. Years 2-6: children using Digimap independently to carry out tasks.
11. Practical and hands on activities to be used regularly within units of work.
12. Photographs taken of all practical activities and visits and added to geography books. These are to add to the evidence of the journey and to be used as tools for the children to support their learning, for example labelling, referring to, or to write up conclusions.
13. SEND to access the same tasks with appropriate scaffolding.