

# Geography Curriculum Statement

*'Geography is all about the living, breathing essence of the world we live in. It explains the past, illuminates the present and prepares us for the future. What could be more important than that?'*

*Michael Palin 2007*

## INTENT

### Purpose of Study

At Ss John Fisher & Thomas More Catholic Primary School, it is our intention that through the study of Geography, a spark of curiosity and fascination about the world and its people, will be ignited in all our children, and continue throughout their lives.

Through our teaching of an ambitious and exciting curriculum, children will learn about a variety of places, people, resources natural and human environments, and will develop a deep understanding of the Earth's key physical and human processes.

### Rationale

Over time, the children's growing knowledge of the world should help deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

As part of their learning, children will be developing geographical skills that enable them to collect, analyse and communicate data they have collected through fieldwork activities.

They will learn to interpret a range of geographical information sources, such as maps, aerial photographs, atlases, globes, and also to communicate their geographical knowledge in a variety of ways, such as drawing maps, graphs, tables and writing.

In addition to all of the above, we believe that our geography curriculum will also add to the children's spiritual, moral, social and cultural development.

## IMPLEMENTATION

Geography is taught through the framework of the 2013 National Curriculum, which provides a broad framework & also outlines the knowledge and skills to be taught in each Key Stage. Children will study one Geography topic per term, with planning linked to the school's age-related expectations, and a curriculum designed to be ambitious for all learners. Children's skills and understanding will be extended year upon year.

In the Early Years, children will learn about their familiar world, e.g. the place they live, the natural world. They will consider similarities, differences, patterns and change.

Children will engage in fieldwork to study the human and physical features of their environment.

From Key Stage 1, the children's geographical horizons broaden. They begin to learn more about the United Kingdom, its countries and capital cities, and then the continents and oceans of the world.

They will begin to make comparisons, use geographical vocabulary, use maps, atlases & globes, and simple compass directions.

In Lower Key Stage 2, children's learning will include the location and characteristics of the world's most significant human and physical features, such as volcanoes, earthquakes. They will learn of the position and significance of the Equator, Tropics of Cancer and Capricorn, and begin to understand the difference between the northern and southern hemispheres. They will continue to make comparisons, use maps, atlases & globes, and gradually the 8 compass points.

In Upper Key Stage 2, prior learning will be consolidated, and new learning will include a focus on a European and a South American country. The children will learn to describe and understand key aspects of the human and physical geography of these countries. They will not only use the 8 points of the compass, but also 4 and 6 figure grid references.

In KS2, children will use fieldwork to observe, measure, record and present the human and physical features in a local area, using a range of methods, such as, sketch maps, graphs etc.

Educational visits will be encouraged across the key stages, as a means of bringing the subject to life, and an opportunity to engage in fieldwork.

### **IMPACT**

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Summative assessments are analysed on a termly basis using the school's own band tracker 1-5 to inform and address any trends or gaps in

attainment. This system highlights those children that are working below, at age expected and above the National Average. From this, teachers are able to use this data to plan future lessons; ensuring children are supported and challenged appropriately.

- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupils' books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class' work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Through the study of Geography, children have opportunity to develop a range of problem-solving and investigative skills, that are transferrable to other curriculum areas such as Science, Mathematics and English.

We hope that the delivery, and study, of an exciting Geography curriculum, will help spark in our children, a love of learning, and of our world, that will last a lifetime.

