



## Curriculum Statement for Geography

***'Be yourself, but be it very well'***

*Article: 29 Education must develop every child's personality, talents and abilities to the full.*

*Article: 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

(UNCRC Article: 29/31)

***"The study of Geography is more than just memorising places on a map. It's about understanding the complexity of our world and appreciating the diversity of cultures that exists across continents. In the end it's about using all that knowledge to help bridge divides and bring people together."***

***Barack Obama***

### **Intent**

The aim of the Geography curriculum at St Cuthbert's School is to inspire in our pupils a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. At St Cuthbert's school children investigate a range of places - both in the UK and abroad - to help develop their knowledge and understanding of the Earth's physical and human processes. Through our curriculum children will develop a sense of their world at local, national and global scale, understanding the interconnections between how people, and the environment interact. They will have an adept understanding of their responsibilities within their own society whilst also having a coherent insight into sustainability of a changing world.

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Chester le Street and Durham so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

### **The aims of teaching Geography in our school are:**

- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To help children understand how the human and physical features of a place shapes its location and can change over time;
- An extensive base of geographical knowledge and vocabulary;
- To develop an appreciation and understanding of the world and all it's diversity;
- to develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Information Systems (GIS).

The local area is utilised to achieve the desired outcomes with opportunities for learning beyond the classroom. For example,

**Reception** - Developing a sense of place and to foster an appreciation of the world around them through local area visits to farms, parks and woods and the impact we can have on our surroundings.

**Year 1** - Fieldwork in playground or local area - Survey opportunities mini beast count, environmental quality survey.

**Year 2** - Weather Investigation in our local area - Collect data for weather report.

**Year 3** - Water cycle Investigation/Rivers - measure River speed/depth and width.

**Year 4** - Seaside investigation - Measuring pebble size down the beach/Evidence of erosion/measuring longshore drift

**Year 5** - Orienteering fieldwork trip/Food survey - calculate miles of food from distant countries to shop shelves using GIS. Present data on graph.

**Year 6** - Orienteering fieldwork trip/ discretionary fieldwork study of a local focus place - Lindisfarne.

The scheme of learning follows the national curriculum. It allows for appropriate sequencing and aims to secure long-term memory as well as enjoyment of learning Geography. The sequencing of the curriculum enables pupils to gradually widen their sense of scale from their immediate geography (home and school) to national and then global scale. This is organised and shared in the long-term overview (outlined below). In KS2, for example, the regional case study of the North East (Coastal Seaham) is the basis for comparison to our chosen region of Europe, the bay of Naples (in Y4) to the area around Sao Paulo in Brazil (in Y6). Throughout KS1 and KS2 map and fieldwork knowledge is developed through a series of field-based enquiries in our local area,

The curriculum intent for each teaching sequence of learning is laid out in the medium-term plan. At all stages within the plan, the curriculum links to previous content and concepts and identifies later links. Each unit of learning begins with an outline of prior knowledge and how it links to current learning.

The "rationale," "prior knowledge" and "knowledge" sections inform teachers of how pupils previous learning link to current "new" learning. This is deliberate and offers all pupils an opportunity to **recall prior learning** and lays the foundations for understanding new concepts. Building on prior knowledge avoids cognitive overload and provides teachers with an opportunity to revisit concepts and close any gaps in pupil knowledge.

### Implementation

Geography is taught in half-termly blocks - as indicated below, all pupils are taught Geography for one hour per week. The following half-term is a period of consolidation where teachers will provide children with opportunities to recall and remember concepts taught. This consolidation is also achieved through cross-curricular links and learning opportunities.

### Geography Curriculum Map 2020-2021

	Autumn		Spring		Summer	
Year Groups	1	2	1	2	1	2
R		<b>Seasons</b> - Autumn - <b>Focus:</b> Fieldwork and observational skills, use of basic maps.		<b>Seasons</b> - Spring - <b>Focus:</b> Local Fieldwork, observational skills in local area. Use of basic maps.		<b>Seasons</b> - Summer - <b>Focus:</b> Fieldwork, observational skills in local area. Use of basic maps.

		<p><b>Local Environment:</b> new classroom and school.  <b>Focus:</b>Fieldwork, observational skills and geographical language.</p>	<p><b>People who help Us in my local area. Focus:</b>  Fieldwork, geographical language, occupations.</p>	<p><b>Where does my food come from? Focus:</b> Maps skills/globes/labelling.</p>
1		<p><b>What is my place like? My Geography Home and School Focus:</b> Fieldwork and observational skills. Basic Maps</p>	<p><b>What can I find? Me and my corner of the world.</b> Local area. <b>Focus:</b> Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language.</p> <p>Visit: Chester-le-Street surrounding area.</p>	<p><b>What is my country like? Me and my UK. UK countries, capitals and seas.</b></p> <p><b>Focus:</b> map skills, photograph use, basic atlas introduction.</p>
2		<p><b>Why is my world wonderful? Simple world Maps and features. Focus:</b> continent, oceans, mountains, rivers.</p>	<p><b>Wherever next? Location and journeys. Focus:</b> hot and cold places, continent, oceans, North/South /East/West.</p>	<p><b>Holidays - where shall we go? Place comparisons - geographical features. Focus:</b> contrast area of UK and area of non-European country, e.g. UK Coast and Kenyan safari. Fieldwork visit - Seaham Coastal area.</p>
3		<p><b>UK Discovery - is the UK the same everywhere? Focus:</b> Physical geography - hills, coasts, rivers, farms, industry, population.</p>	<p><b>Why do we have cities? UK towns, cities and countries. Focus:</b> countries, land use, settlement, contrasting cities.</p>	<p><b>We've got it all! Why is the North East special? Regional focus with lead on rivers and coasts. Focus:</b> Fieldwork, water cycle, rivers, their formation and impact.</p> <p>Visit: River Wear, Chester-le-Street</p>
4		<p><b>What can we discover about Europe? Places, features and people. Focus:</b> land use, key human and physical features, and locations.</p>	<p><b>Why does Italy shake and roar? Bay of Naples. Focus:</b> region in Europe, physical and human characteristics, tectonics. Compare to North East England.</p>	<p><b>Local Fieldwork study- Seaham Fieldwork Coastal Investigation: What happens when the land meets the sea?</b></p> <p>Visit: Seaham Coastal Area.</p>
5		<p><b>What shapes my world? Processes and key features shaping places and human experiences Focus:</b> weather, water, tectonic. Biomes and climatic zones.</p>	<p><b>Where could we go? Fantastic Journeys. Focus:</b> key countries and features of the world. Regions, tropics, hemispheres, tropics, time zones, longitude/latitude.</p>	<p><b>Where has my food come from? Origins of key foods. Focus:</b> trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/ questionnaire and impact evaluation.</p>
6		<p><b>Fantastic Forests - Why are they so important? Focus:</b> world maps of different types, biomes and different types of forests, rainforests with</p>	<p><b>Additional fieldwork unit Focus:</b>To develop their own focus of a chosen place. Plan a field work study through a key question based on themes of human geography</p>	<p><b>Destination Sao Paulo! What do places have in common? Comparing a region in South America with a region in the UK.</b></p>

	<p>case study of South America. Local fieldwork opportunity in local woodlands, data collection and presentation tasks.</p> <p>Visit: Hamsterley Forest</p>	<p>or change over time. Plan how data will be collected and presented,</p> <p>Visit: Local area visit</p>	<p><b>Focus:</b> Human and physical features, village/cities/lifestyle. Comparative writing focus.</p>
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- Teaching is structured with a knowledge organiser at the beginning of each topic which assesses what the children know, *What do you already know? What can we add now? How does this remind us? Look back in your book and...*
- Learning objectives and vocabulary that children must master and apply in lessons are outlined at the beginning of each topic;
- Each unit contains a cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- Each lesson begins with recall of prior knowledge/previous lesson to support learners' ability to block learning and increase space in the working memory;
- Trips and visiting experts are planned to enhance the learning experience and cultural capital;
- Teaching Assistants are deployed to support pupils, for example, SEND or Disadvantaged to scribe and note the knowledge and ideas of children within a lesson (if appropriate);
- Where necessary differentiated tasks and/or scaffolds are used within lessons to help children achieve their outcomes;
- Teacher's assess learning outcomes and mark accordingly in line with school policy. If a child or group of children have not grasped a concept this will be revisited at the end of a lesson or at another timely manner to ensure progress and learning.

### **Threshold Concepts**

The threshold concepts for this subject are the four main areas of enquiry:

**Knowledge of locations, places and their features, human and physical processes and key terminology.**

**Understanding of similarities and differences, interaction of people, processes and places.**

**Use of geographical information from maps, atlases, globes.**

**Use of fieldwork and observational skills to observe, measure and record.**

### **Links to core subjects**

**English** - Presentation of information in a variety of forms, for example, extended writing, labelled diagrams and maps.

**Maths** - Collecting data, presenting data in various ways, for example, tables, pie charts, line graphs.

**Science** - Links to Science through physical processes, for example, the weather, the water cycle, movement of the earth relative to the Sun in the solar system.

**Computing** - Presentation of information and data/Use of GIS systems, for example, Google Earth, and mapping programs, for example, Digimaps.

## Geography in the EYFS

In Reception class pupils explore "The World" and "People and Communities." They look at similarities and differences in relation to places, objects, materials and living things. The children explore and talk about features of their own immediate environment and how environments might vary from one to another. They explore and make observations of animals and plants and explain why some things occur and talk about changes. Outdoor play and fieldwork are a fundamental part of teaching and learning in this area. Appropriate geographical language is modelled and reinforced by adults, for example, hill, sea, town and river.

Pupils will learn that other children don't always enjoy the same things and are sensitive to this. They will also learn to understand the similarities and differences between themselves, others and amongst families, communities and traditions. Teachers teach geographical concepts and skills through a topic/cross curricular approach and plan engaging play-based activities which enthuse pupil and inspire curiosity about the world around them (topics may be initiated through children's interests and fascinations).

## SEND and Disadvantaged Pupils

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities for them to reach their full potential and consistently achieve from their starting points.

Our approach to teaching Geography particularly benefits SEND and Disadvantaged pupils. Recalling prior knowledge/learning is especially significant for pupils with SEND and Disadvantaged groups as it provides teachers with an opportunity to assess knowledge, close gaps and revise basic concepts.

## Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are meeting planned outcomes, they are deemed to be making good or better progress. The impact of our geography curriculum is that our learners are equipped with the geographical skills and knowledge that will enable them to be ready for the secondary curriculum and fit for life as an adult in the wider world.

Teachers will use questioning, observation and outcomes of work to assess knowledge and skills. Teachers will use informal assessments to inform their planning and to plan next steps for children.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Pupil discussions about their learning; pupil voice. **Do children know more? Are they remembering more?**
- Lesson visits/Learning walks
- Planning scrutiny
- Learning Council
- Work scrutiny
- Governor visits
- School council

Pupils are encouraged to recall facts and learning at the beginning of each topic/lesson through a variety of methods, for example, questioning, quizzes, songs and rhymes.

## Assessment:

At St Cuthbert's School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate scaffolded support or differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Gaps are identified during lessons and addressed in a timely manner, either during the lesson or as part of subsequent lessons. Feedback is given to the children as soon as possible (via live marking) and marking work will be guided by the school's Marking and Feedback Policy. This enables clear tracking of coverage and progression, as well as highlighting the strengths and development areas for individual learners. The assessment is then utilized in future planning to ensure success for all. Teachers use inhouse procedures such as end of year "handover" meetings to discuss relevant information about individual children.

In addition to this, children are encouraged to consistently assess their own work, knowledge and understanding and to communicate with peers and teachers effectively.

Reporting to parents occurs annually in written form and verbally at Parents' Evenings.

**Subject Lead: Lucia Fox**

**Link Governor: Mrs Maeve Collier**

**Date: 7/6/21**

**To be reviewed: February 2022**