



Holy Family Catholic Primary School

Following in the footsteps of Jesus, we Pray, Play and Learn Together



Geography Curriculum Statement

At Holy Family, our Geography curriculum aims to provide children with the skills and knowledge needed to understand their place as an informed and active geographer in an ever-changing and diverse world. We aspire for children to understand what it means to be part of a unique and vital community, beginning locally, expanding nationally and then globally. We want children to make connections between their own life experiences and circumstances and other contrasting locations and cultures, developing curiosity, appreciation and fascination of lives different from their own. Concurrently, we aim for the children to develop the key skills required to understand geography from a social, emotional and physical standpoint. We believe that Geography is a commonplace approach that children exercise on a day-to-day basis through the actions and attitudes that they display in school. The topics included within our long-term-plan aim to promote these values and give children the opportunity to engage in global and local issues that they care about.

INTENT	IMPLEMENTATION	PLANNED IMPACT
<p>It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary geographical knowledge.</p> <ul style="list-style-type: none"> • Substantive knowledge- this is the subject knowledge and explicit vocabulary used to learn about the content • Disciplinary knowledge– this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by <i>thinking like a geographer</i>. <p>This ensures that pupils develop the knowledge, skills and understanding of the key geographical concepts of contextual knowledge, processes (both physical and human) and geographical skills ensuring that they achieve/exceed the aims of the National Curriculum for Geography – Key Stages 1 and 2 (DfE, 2013)</p>	<p>Geography, at Holy Family, has a clear progression of skills and knowledge within these four strands across each year group.:</p> <ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork <p>This substantive knowledge and Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.</p> <p>The National curriculum mapping document, provided by the scheme ‘Kapow’ shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands.</p> <p>With the support from the ‘Kapow Primary scheme’ we follow a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational</p>	<p>Our Geography curriculum ensures that children leave:</p> <ul style="list-style-type: none"> • Remembering key knowledge of places and locations as outlined in the National Curriculum and how to source geographical information as required. • Able to use a variety of vital vocabulary with which to discuss their geographical knowledge and understanding. • Knowing how their actions affect the local environment and the sustainability of the Earth’s resources. • Knowing how their actions support the continued ...

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knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. The questions have been designed to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

At the start of every lesson, children are required to retrieve previously gained knowledge through a short, independent task. The children may have acquired this knowledge in a previous lesson, period of study or in a previous year group. This task is designed to strengthen children's memory of key knowledge, enabling them to develop and make progress across the curriculum.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. The units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to

Training, planning and teaching our Geography curriculum ensures:

- Teachers with secure subject knowledge, an appreciation of the structure of geography as a subject and an appreciation of the relationship between the two.
- Teachers able to assess pupils' learning against our Progression Map objectives.

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measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Formative assessment is an integral part in every lesson and this informs teachers' planning and ways forward. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the work produced throughout each time period taught. Teachers also assess children's understanding in Geography through knowledge quizzes taken at the end of each topic taught through KS1 and KS2. UKS2 will also have opportunity to show their understanding of what has been taught through extended pieces of writing.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

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