



## Our Lady & St Edward School Geography Curriculum

### Intent, Implementation and Impact

Children's learning and development is at the heart of all we do.

We appreciate the skills and talents that every individual in our community demonstrates and believe that through establishing strong relationships, all should feel a strong sense of belonging to our school.

Every aspect of the curriculum is valued.

Every moment is a learning opportunity.



#### Intent for GEOGRAPHY

At Our Lady and St Edward Primary Academy we aim to provide a **broad, balanced and differentiated curriculum**; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a **love for geography**, equipping them with the **cultural capital** they need for the future. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our intent is to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

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

- To inspire pupils' curiosity to discover more about the world.
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, plans, diagrams, globes, aerial and digital photographs.
- To help children understand how the human and physical features of a place shapes its location and can change over time.

Our lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

#### Implementation – sequential, progressive planning national curriculum, knowledge organisers, retrieval, reading, vocabulary, oracy, wider opportunities eg partake, visits, monitoring pupil voice, books, visits, environment

To ensure high standards of teaching and learning in geography, we implement a curriculum that is **progressive** throughout the whole school. Geography is taught every half term, as part of cross-curricular topics, focusing on knowledge and skills stated in the National Curriculum.

The geography curriculum is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills to be taught in each Key Stage. Long term planning directs teachers to termly topics for their year group and teachers then make medium term plans using our progression of knowledge and skills document. Teachers can use this document to plan their geography lessons suitable to their class's interests and what they want to learn, ensuring they cover the required learning objectives. The progression document ensures the curriculum is covered and the skills/knowledge taught is **progressive and sequential** from year group to year group. Focus Education materials are also available to staff to support creativity and challenge. When teaching Geography, we try to ensure that all the learning is engaging, broad and balanced. At OLSE we provide a variety of opportunities for geography learning **inside** and **outside** the classroom. The children have

had many opportunities to experience geography on **educational visits, such as Hathersage, Briars and Colwick**. The children have explored the school grounds, local area and used map reading skills during these residential trips. Outside providers, for example Uno, One Day Creatives, also enhance the learning of Geography, through drama, role play and movement. Through revisiting and consolidating skills, our lessons and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.

### Impact – outcomes based on monitoring

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. **Our geography curriculum is planned to demonstrate progression**. We focus on progression of knowledge and skills and **discreet vocabulary** progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

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

- Assessing children's understanding of a topic before and after the unit is taught, through mind mapping and quizzes.
- Summative assessment of pupil discussions about their learning.
- Images (photographs) of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books against the success criteria (by adults and pupils).

All children will use some geographical vocabulary. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in our school will be able to **speak confidently** (Oracy) about their geography learning, skills and knowledge.