



St Michael and All Angels Catholic Primary School

Geography

Curriculum Rationale

Intent	The curriculum at St Michael and All Angels Catholic Primary School promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to Believe, Achieve and Belong. At St Michael and All Angels Catholic Primary School, we are geographers! In Geography we aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world – in other words, to think like geographers. The intention is for pupils to develop the confidence to question and observe places, measure and record necessary data in a variety of ways and analyse and present their findings. We wish to instil a love for Geography in our pupils and develop their knowledge of the world, as well as their place within it. We aim to provide all pupils with opportunities to investigate and build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques.
	In the Early Years it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to

Implementation

make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment – this is the first step of becoming a geographer.

In KS1 and KS2, teachers maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of Geography are being taught across all year groups.

Geography lessons are planned coherently, using the skills progressions, to build pupils' knowledge and understanding of the world and the interaction between physical and human processes through quality first teaching.

They will build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques. We will develop deep subject knowledge and key skills while adapting work for all abilities. All lessons are planned using skills progressions so that knowledge is taught across the year group; skills are progressed across the key stage with connections made to prior learning.

The National curriculum states that pupils should 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge', and so our units across Key stage 2 are sequenced to allow pupils to build on their understanding of geographical concepts and themes, such as settlement, trade, climate change and natural resources, and fieldwork skills.

As guided by the National curriculum, we are following a structured programme to reflect a regional approach, for example, the Amazonian region, a volcanic region in Southern Italy, the Alps, the Great Barrier Reef and a desert region.

	Accessibility and Equal Opportunities Please refer to the school's Equal Opportunities Policy, Accessibility Policy and Special Educational Needs Policy for further information. All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include: • Adaptive teaching (through use of resources, tasks, level of support, outcome) • Using a range of teaching styles to match the range of learning styles represented in a typical class • Ensuring the classroom environment is safe and secure and accessible for all
Impact	At St Michael and All Angels Catholic Primary School, the impact of quality first teaching in Geography will foster a love and enthusiasm for the subject. We use both formative and summative assessment information in Geography. Our curriculum has key objectives, and we have set out our expectations around these. Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. Assessment Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz and open ended questions. In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. Assessment quizzes and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of

progression throughout the year and as pupils move between key stages.

Monitoring

The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year:

- Learning Walks
- Co-coaching
- Pupil Voice
- Book scrutiny
- Lesson drop ins

Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is fed back to SLT and staff through the relevant meetings. Progress should be clear over the course of each topic.

Impact

The expected impact for children following our Geography curriculum is:

- have strong knowledge of their local area and a confidence of the location of other countries and cities around the world
- explain aspects of human and physical geography and confidently use maps and atlases (physical and digital)
- have independent research skills
- have a sense of identity through learning about the UK and its relationship with other countries
- children understand how to use a range of maps in a variety of different contexts
- use fieldwork to observe, measure, record and present human and physical features.

	At St Michael and All Angels Catholic Primary School our children are creative geographers who can Believe-Achieve-Belong in the local and global world now and in the future as they move to Key Stage 3 and through their life journey
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