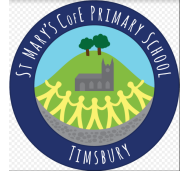




St Mary's Geography Intent, Implementation and Impact



Intent

At St Mary's our curriculum will work to the expectations set out in the National Curriculum Geography Programmes of Study, Key Stages 1 and 2, published September 2013 and the Statutory framework for the Early Years Foundation Stage 2021.

The National Curriculum for Geography aims to ensure that all pupils

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining **physical and human characteristics** and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key **physical and human geographical features** of the world, how these are **interdependent** and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to:

- **Collect, analyse and communicate with a range of data** gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of **sources of geographical information**, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We seek to inspire a lifelong love of learning, through nurturing all abilities, enabling every student to prosper and fulfil their potential. In particular, we want all children to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children will also be aware of our school values which are:

- Creativity
- Community (Koinonia)
- Courage
- Service
- Truthfulness
- Compassion

As Geographers, we particularly value the importance of our own local community and other communities across the world and approach our learning about other countries and cultures

with compassion and understanding.

Lessons will be based around the threshold concepts of:

- Location
- Human features
- Physical features
- Environments
- Climate
- Maps, data and information
- Physical processes
- Interdependence
- Resources

As pupils develop their knowledge about the world, they will develop a 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**.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of **landscapes and environments**. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation

At St Mary's we teach Geography through each year group studying three topic modules per year. Topics are structured around the essential information needed for the unit as found on the corresponding Knowledge Organiser and Geography pathways.

Children are exposed to resources to help them identify and locate the area being studied for example through atlases, maps and online mapping tools and teachers are encouraged to start each unit of study with lesson one focussing on place identification and going through the content in the knowledge organiser. Lessons are structured around delivering the content of the knowledge organisers to ensure the essential, relevant information has been taught. Lessons are also designed to cover the relevant threshold concepts, ensuring that the information being taught links back to previous modules and to embed conceptual knowledge for the children.

At the end of each unit, pupils undertake the POP tasks to assess their understanding and Quadrant Quizzes have been introduced to be undertaken at the end of the following term after a unit has been studied. The rationale for this is to check that the essential knowledge and understanding has been retained by pupils.

Teachers will use cross-curricular opportunities where possible to show pupils how the Geography topic links to other subject areas, for example science and maths through fieldwork and data gathering. Geography lessons will make use of digital mapping tools where possible as well as practical fieldwork, for example in the teaching of map reading, compass skills and orienteering in order to make learning active and fun for the pupils. Wherever possible, children should be able to go outside with their learning and to explore the natural environment where it fits with the topic being studied, for example learning about physical features such as river systems and human features such as villages, cities and towns.

Teachers in the Early Years Foundation Stage (Reception) base their teaching on the areas of learning and development as set out in the Statutory Framework for the Early Years Foundation Stage. One of the areas for development is “Understanding the World”. Teachers provide adult supported activities that help children make sense of the physical world and their community. Teachers provide opportunities for the children to find out about people, places, technology and the environment and children are encouraged to observe different environments, animals and plants, explain why things occur and talk about changes.

Impact

When children leave St. Marys, we want them to be enthusiastic about Geography with a deep understanding of and appreciation for the natural and human world around us. We want them to appreciate and value both our local community and diverse communities across the world. Children from St. Marys should have the courage to explore, ask questions about the world and to be creative in thinking about solutions.

Within school, we use Proof of Progress (POP) tasks at the end of each unit to measure the children’s progress and understanding. We all use Quadrant Quizzes based around the threshold concepts, at the end of the term following when the topic was taught, to assess how well knowledge has been retained. In addition, all lessons begin with a recap of previous knowledge taught. This could include questions on Geography across any year group so that children have the chance to recall previous learning and make linkages across their Geographical learning.