

## Geography Curriculum

Through Geography, we aim to inspire curiosity and fascination about the world. By learning about different people, cultures, landscapes and environments and the links between them, our children will develop a growing knowledge that will help them to make sense of the world they live in.

In line with the National Curriculum, our children develop their 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 they 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.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	We believe that a geography curriculum should provide mirrors for the children in which they can see themselves reflected, and windows, through which they can look into the lives and stories of people who are different. Using this approach, we select subject content from the National Curriculum document and build depth studies within geography that represent the unique community that we serve.	Pedagogical Approaches	The pedagogical approaches to the teaching of geography are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> <li>• Deliberate and intentional retrieval of previous knowledge to build on previous learning</li> <li>• Regular checkpoints and formative assessments to tailor lessons to the needs of pupils</li> <li>• Positive relationships that create the conditions conducive to effective learning</li> <li>• High levels of subject knowledge</li> </ul>	Approach to Assessment	We believe that assessment in geography is more than just knowing facts, names and places. We assess the children's ability to apply their knowledge with a final assessment piece at the end of each project. This provides information on the children's ability to use a combination of substantive, disciplinary and procedural knowledge. The end-of-unit assessment comprises of an unseen source that is related to the area of geography that has been studied. The children analyse the source, using the knowledge and skills they have developed during the project. This is used by teachers to provide information on how well the children are learning the curriculum.
End Points	Substantive knowledge represents the geographical content that is taught in each year group – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD. The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	There is no published data for geography at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end-of-year report.
Sequencing	Procedural knowledge represents the skills of a geographer. This knowledge is drawn from the National Curriculum Programmes of Study and is mapped into a vertically integrated progression so that the children revisit and deepen their knowledge and understanding in each year group as they move through school. In planning, this knowledge is presented as our broad 'learning aims'. For example, the children are taught how to analyse geographical sources. This is taught in every year group from year one to year six. As the children move through school, they are presented with increasingly complex sources and are taught how to analyse them in increasingly complex ways.	Promoting Discussion and Understanding	In all lessons, discussion is integral to deepen thinking and promote understanding around the key concepts. The core knowledge and vocabulary are the entry point and our aim is to connect this knowledge so that pupils can understand, describe and appreciate the world whilst also being able to discuss and debate issues on a local, national and global scale. Pupils will be given the opportunity to develop their ability to ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspectives.	Pupils' Work	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer through their project books, to support themselves with new learning and retrieve key elements of previous learning. Evidence will be recorded in a variety of forms.
Alignment with EYFS	Understanding the world involves guiding children to make sense of their physical world and their community. In developing the children's understanding of the world, we build upon their	Knowing More and Remembering More	Our geography curriculum is built upon high levels of repetition to ensure that our children can do more and remember more as they progress through school. The two	Talking to Pupils	The subject leader will dedicate time regularly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their

	personal experiences which increases their knowledge and sense of the world around them. These personal experiences and the opportunities provided in provision foster their understanding of our culturally and socially diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Children are given opportunities and experiences to enable them to meet the expected level of development.		strands of Procedural knowledge and Disciplinary knowledge are revisited and developed in every class. Substantive concepts are repeated in multiple-year groups to develop resonance. Concepts are unpicked, defined and put into context to support the children's immediate understanding of the topic being studied, whilst also broadening their wider understanding of geography as a discipline. During their geography project, we share significant amounts of substantive knowledge with our children. In planning, our specific learning outcomes detail the substantive knowledge that we want the children to know and remember. Retrieval practice is used during the project to ensure that key knowledge is revisited and remembered. Long-term retrieval opportunities are created by revisiting project books beyond the term in which the subject is being studied. This is planned for and structured so that children are given the opportunity to recall key elements of previously studied content; ensuring that it is further embedded in long-term memory.		enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform an evaluation of the quality of teaching and learning.
Local Context	In selecting the specific content, we ensure that the geographical heritage of our children is highlighted and celebrated. Links are made to our Catholic faith, Global Goals and Catholic Social Teaching where relevant.	Teacher Assessment	Teachers assess formatively in each lesson. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning using checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have the most impact.		

In our geography curriculum, disciplinary knowledge is represented by the following areas:

- Space: Understanding location – a specific geographical point on the earth's surface
- Place: Understanding the physical and human characteristics of a location and the meaning humans attach to it
- Cultural Understanding and Diversity: Appreciating the differences and similarities between people, places, environments and cultures
- Interdependence: Understanding the social, economic, environmental or political connections between places
- Sustainability: Exploring sustainable development and its impact on environmental interaction
- Scale: Appreciating different scales (from personal and local to national, international and global)
- Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies

Substantive concepts are specific terms that often don't have a fixed meaning, and as a result, are context dependent. In geography, this would include concepts such as Water, Migration or Climate. Substantive concepts appear throughout the geography curriculum and are explored in different year groups through different aspects of geography. By highlighting these concepts, we are able to ensure that connections are made so that children begin to develop familiarity and confidence, which then supports their future learning within the subject.