St. Joseph's

Catholic Primary School

Geography Policy

Last Reviewed Date – March 2023

Geography Policy

Our Vision:

Our curriculum is integral to the fulfilment of our school vision:

Our vision is At St. Joseph's is that each individual will **learn, grow and thrive** together with love and faith in Jesus. We will embrace our gospel values and enable all children to **achieve their full potential** in a safe, welcoming and happy learning environment. We will strive to **create responsible citizens** who are **independent, confident, life-long learners** and are equipped to meet the challenges of a changing future **– the people who God calls them to be.**

'We will learn, grow and thrive together with love and faith in Jesus to achieve their full potential….'

St. Joseph's vision for the children, is that they leave St. Joseph's having achieved their full potential in all areas and have the necessary skills and knowledge to flourish to their next phase of education and life. As children learn and grow, we want them experience a deep sense of joy in everyday life and to feel happy, confident and full-filled, having enjoyed an enriching curriculum at St. Joseph's. We want us to approach our curriculum with enthusiasm and a thirst for knowledge. Through a broad, diverse curriculum and for children to develop new interests and passions. Children need a world class education which enables them to grow in wisdom, knowledge and a skills so that they may have a transformational impact upon society. We want children to receive an exceptional curriculum by inspirational, knowledgeable teachers who deliver academic excellence for all. We want our curriculum to enable long-term learning.

'Create Responsible Citizens who are independent, confident, life-long learners who are equipped to meet the challenges of a changing future…'

We want our children to grow up to be responsible citizens and good people. We want them to learn to feel, think and act with respect for themselves and for other people. We want them to feel confident and to develop a strong character whilst providing them with the necessary skills to meet the challenges of a rapidly changing world.

We want our children to leave St. Joseph's with the knowledge, skills and desires to contribute to a fairer and more sustainable world - To help build God's Kingdom. We want them to be successful global learners: As Pope Francis said,

'We are a single family living in a common home. We have a responsibility as stewards of God's earth.'

INTENT:

At St. Joseph's, we aim to provide a high-quality Geography curriculum from EYFS to Year 6 which allows us to think about the World around us and provides a sense of our physical world and community , how it is changing and how we, as humans, affect the environment around us. Our aim is to fulfil the requirements of the National Curriculum for Geography whilst providing a broad, balanced, inspiring and differentiated curriculum. It is essential that pupils develop a meaningful understanding of location and place, including that of their local area. St. Joseph's will deliver a curriculum that:

- Inspires curiosity and fascination about the world and its people.
- Equips children with an understanding of diverse places, people, resources and environments.
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments.
- Develops an understanding that the Earth's physical features are interconnected and change over time.
- Encourages exploration of their own environment and supports children to make connections between their local surroundings and that of contrasting settlements.
- Systematically develops the disciplinary knowledge of: asking enquiry questions, collecting, analysing and interpreting data through fieldwork; interpreting maps, diagrams, globes and aerial photographs; communicating geographical information in a variety of ways, evaluating and debating ideas and the impact of processes, phenomena and humans on the world.

Learning begins in Reception and Year 1, where pupils learn the component location knowledge of their local area, the UK, such as the names of the countries, capital cities and key human features. In Year 6, this culminates in the development of rich geography schema, encompassing, for example, a deep understanding of North and South America, biomes and trade.

Pupils use a range of maps, atlases, globes and aerial images so that geography map and fieldwork skills are systematically developed. This geography progression map details the careful long-term curriculum sequencing of these essential skills. Essential geographical concepts such as the features of rivers, earthquakes and factors affecting settlement location are taught by focussing on specific locations and regions. This allows invaluable comparisons to be made between the UK and other areas of the world.

IMPLEMENTATION

Our Geography curriculum is implemented through translating the National Curriculum over time into a structure and narrative which supports our children in helping them to make sense of the world around them. This is done progressively, and each year group builds upon and further develops prior knowledge, skills and learning supporting children's understanding of how places are interrelated.

Geography is explicitly taught in each year group, each term, to ensure children are equipped with the knowledge and skills as stated in the National curriculum.

To support the implementation, teachers arrange:

• A knowledge organiser which builds on prior knowledge and vocabulary whilst introducing them to new geographical vocabulary;

• A carefully sequenced cycle of lessons which are progressive and focus on breadth of knowledge suitable to each age group and, as stated in the National curriculum, this covers the key areas of

locational knowledge; place knowledge, human and physical geography and geographical skills and field work;

• A range of questions to understand and deepen children's learning;

• Trips and visiting experts for the children to see their learning in real life contexts;

The Teaching of Geographical Knowledge

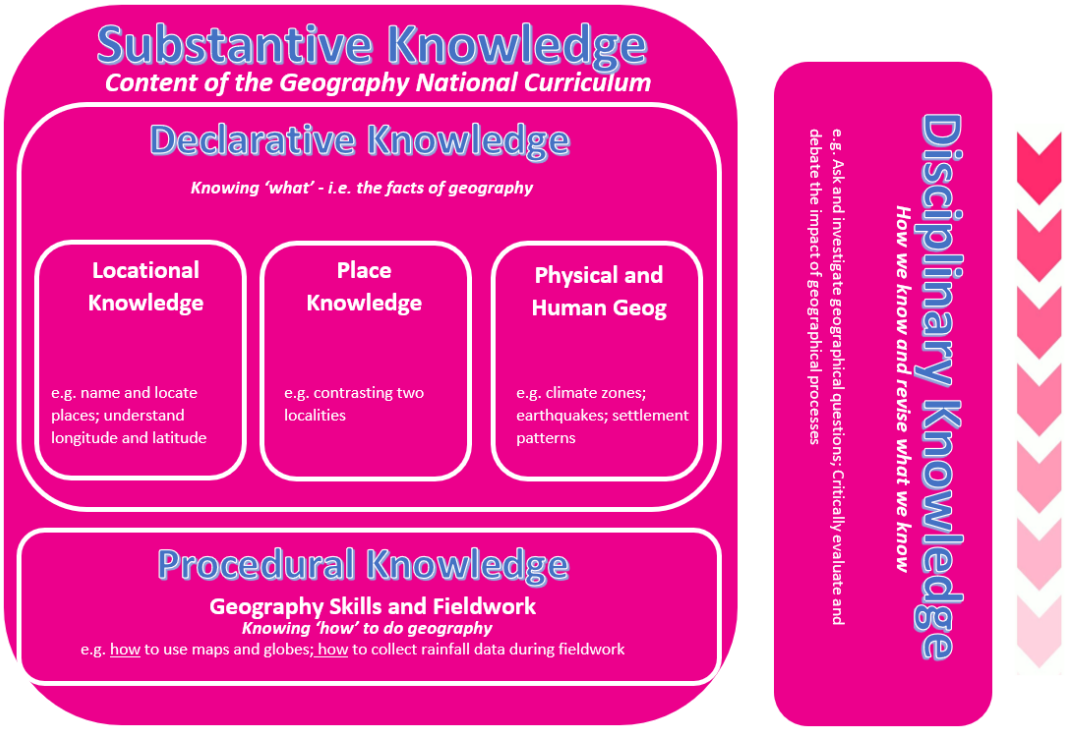
Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the geography National Curriculum. It is the 'know what' and 'know how' of geography. This can be divided into **Declarative knowledge** ('know what') and **procedural knowledge** ('know how'). Declarative knowledge includes: locational knowledge, place knowledge, and human and physical processes - i.e. they are the facts of geography that can be declared. **Declarative knowledge** enables pupils to 'know like a geographer'. The fourth substantive knowledge strand of the National Curriculum is 'Geographical skills and fieldwork', which can be termed **procedural knowledge** – this about 'knowing how to do geography' (e.g. knowing how to draw a map; knowing how to conduct a survey; knowing how to measuring rainfall).

Disciplinary knowledge considers how substantive knowledge originates, is debated and is revised - i.e. how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways that geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised. In other words, disciplinary knowledge is about understanding how to think about and find out about the world geographically. Disciplinary knowledge enables one to 'think like a geographer'. Strands of the curriculum that come under the umbrella of disciplinary knowledge include:

- Asking geographical enquiry questions.
- Collecting, analysing and interpreting data through fieldwork and related activities.
- Interpretating a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
- Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length.
- Critically evaluating and debate the impact of geographical processes.

- Examples of disciplinary knowledge include:
    - We know there is global warming *by measuring temperatures, plotting graphs and analysing them.*
    - We know about settlement patterns *by observing them in the field, drawing maps and analysing then.*
    - We know about the water cycle *by observing elements of it in the natural world, applying scientific knowledge, and creating geographical diagrams to explain it.*

Procedural knowledge and disciplinary knowledge overlap considerably in geography, and thus these sections of the progression map reflect this. They overlap because essentially, it is through knowing *how to* conduct fieldwork and interpret a range of geographical information (procedural knowledge) that geographers learn the disciplinary knowledge of how substantive knowledge is created and contested over time.



Fieldwork

fieldwork is undertaken regularly and purposefully to allow children to take their learning outside of the classroom. Fieldwork is taught in each year group using age-appropriate maps, satellite images, globes and aerial photographs in various environments. Teachers are encouraged to plan opportunities using their local environment to explore fieldwork and provide children with a sound understanding of their surroundings. Fieldwork is progressive from Early Years to Year Six allowing children to take control of their own fieldwork enquiry and planning. Children will analyse and present their findings to a range of audiences consolidating their learning and ensuring that fieldwork is planned in and focused.

Adapting the curriculum for pupils with SEND in geography

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, geography learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

IMPACT

We measure the impact of the curriculum through evaluating knowledge and skills pupils have gained against expectations. Our Geography curriculum is high quality, well thought out and is planned to demonstrate progression. If children are succeeding in Geography, they will be able to confidently discuss what they are learning with how this links to what they have previously learned. In order for us to assess the effectiveness of teaching and learning, the Geography lead will continuously evaluate Geography through a series of planned in activities such as:

- Pupil voice allowing children to demonstrate their understanding of current and previous topics;
- Work and book scrutinies that evaluate knowledge and skills progression;
- Subject meetings held with all teachers that identify different practices that happen in each year group so as to ensure the skills and knowledge are progressive across the years and not duplicated;