



Subject: Geography

Rationale

At St Vincent de Paul we are geographers!

We want our children to have a *high quality geography education that inspires a curiosity and fascination about the world that will remain with them for the rest of their lives*. We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters.

We want our children to remember their geography lessons in our school, to cherish these memories and embrace the geographic opportunities they are presented with. Bringing geography alive is important and we enrich their time in our school with memorable experiences that pique their interests and passions.

Characteristics of Well-rounded Geographers (Curriculum Aims)

During **Key Stage 1 (Milestone 1)**, we challenge and support our children to carry out a number of geographical investigations through the Connected Geography learning programme which enable them to use and apply basic and appropriate subject vocabulary, subject tools (including maps, aerial photographs, graphical data and fieldwork skills) to recognise, identify, describe, observe, reason and begin to explain in simple terms the interaction of people with their environments.

Through **Lower Key Stage 2 Years 3 and 4 (Milestone 2)** in geography, learning and teaching builds on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach explanations and reach conclusions about topics, places and issues they have studied through the Connected Geography learning programme. Another important aspect of geography at Key Stage 2 (Years 3 and 4) is that our pupils begin to be able to see the world through the perspective of different stakeholders i.e. people and things that have an interest in or are connected to an issue or place. To this end during Key Stage 2 (Years 3 and 4) we challenge and support our children to undertake geographical investigations from Connected Geography which enable them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools (such as satellite imagery and GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach basic conclusions about the interaction of people with their environments.

At **Upper Key Stage 2 Years 5 and 6 (Milestone 3)**, Connected Geography focuses on topics and big questions that extend the children's subject skills so that they are able to make judgements about things they learn both from their own personal perspective and through empathising with the position of others. In addition opportunities are provided for the children to evaluate what they have learned and how they have learned it and to come up with their own questions to investigate. Higher outcomes in geography also involve children being able to apply what they have learned in one context to another and to understand concepts as well more discrete areas of knowledge which they learned and understood.

Curriculum Intent

The geography curriculum has been very carefully designed and resourced (combining the Primary Connected Geography scheme with principles of Chris Quigley's Essentials Curriculum) to provide a coherent, progressive and rigorous learning programme for Years 1–6 which will engage and motivate pupils. It seeks to identify the most relevant and meaningful aspects of the suggested subject content of the National Curriculum in geography to explore in depth, rather than attempting comprehensive coverage at the expense of subject rigour and challenge. By the end of each key stage, the pupils will have a long-term memory of an ambitious body of knowledge.

A degree of flexibility, within the curriculum, enhances the provision for our children and keeps the geography relevant, contemporary and anchored in the real-life experiences. Previous whole school projects have centred on 'Plastic Pollution' and 'Sustainable Palm Oil'. These were two issues that created a great passion within our children, providing them with the questioning skills, the environmental ambassador skills and the ability to gather and share opinion.

Our EYFS children are given ample opportunity to develop their understanding of the world. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. We also retain our focus on outdoor learning, particularly our Forest School. We know our EYFS children care about the places they explore, and they learn faster when they are outside so they are given regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment.

Curriculum Implementation

The geography curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient – like all curriculum areas.

Learning objectives are outcome focused and progressively more challenging for Years 1–6 and reflect what it means for a pupil to 'get better' at geography. The learning objectives recognise that whilst it is important for pupils to increase and extend their knowledge of the subject it is also vital that they have space and time to develop as geographers. Important subject knowledge is implicit in each enquiry but this is balanced with adequate time and opportunity for pupils to master the threshold concepts by 'doing less better'. This ensures progression in both the complexities of content and in terms of pupils applying their knowledge to achieve higher order outcomes as they move through the programme. The different enquiries ensure that pupils are progressively challenged to achieve the following outcomes as they move through the programme.

An important aspect of both continuity and progression is to ensure that time is devoted to thinking about what subject vocabulary the pupils have already mastered and how this can be built upon and extended through the curriculum. In our curriculum, each milestone introduces a range of geographical vocabulary.

Curriculum Impact

The central purpose of our geography curriculum is to enable pupils to understand the interaction of human beings with their environments – at personal, local, regional, national and global scales. This is central to our curriculum with each enquiry exploring people and environment relationships. Considerable thought has been given to concentrating on the most relevant and purposeful aspects of the topics, places and themes of the geography content of the National Curriculum so as to provide pupils with a subject base fit for purpose in the 21st century. All geographical investigation is essentially place based and the enquiries provide a comprehensive range of examples at different scales of locations around the world, in line with National Curriculum requirements, to illustrate key geographical concepts.

The geography curriculum has been carefully built and the learning opportunities and assessment milestones for each year group crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. This has enabled pupils to achieve higher order outcomes by interrogating information and applying skills from one context to another. We believe that our pupils need to be actively involved in making sense of their learning and therefore an enquiry approach was implemented, encouraging higher-order thinking and allowing our children to explore in a way that is meaningful to them. Our curriculum encourages children to ask big questions about topics, places, themes and issues – questions that are relevant if you are going to live to see the next century. Within each year group, geography strands are revisited in a progressive manner.

Assessment information is collected frequently and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in geography. A comprehensive monitoring cycle will be developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in geography includes: book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice. All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.



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