



St Joseph's Catholic Primary School

Geography Curriculum Statement

At St. Joseph's Catholic Primary School, we want every child to be happy and enthusiastic learners of Geography, and to be eager to achieve their very best in order to fulfil their God-given talents. We firmly believe that the recipe for success is high quality first-wave teaching in Geography, which is central to the life of our happy, caring school. Geography is a diverse subject that covers a range of issues, concepts, and processes.

Intent

At St Joseph's, we aim to provide a high quality geography curriculum to inspire, challenge and engage children to understand more about the world around them. Teaching key concepts such as location knowledge, place knowledge, physical and human geography, will help to provide children opportunities for field world and developing key geographical skills to inspire a love of learning. The intent for geography at St Joseph's is to deliver the national curriculum in an engaging, exciting way so that children know more and remember more. An engaging and active geography curriculum can help to raise cultural capital and develop connections through people and events in different places and cultures. This curriculum is ambitious because it is knowledge-rich, promotes deep thinking and allows students to apply their knowledge and understanding and question like a geographer. From this base, students will be able to challenge and engage with future/alternative geographies beyond the curriculum. All children will study Geography for the equivalent of 1 hour per week in Key Stages 1 and 2.

Implementation

The school focuses on developing the skills necessary for children to understand the changes of the world around them and the impact that they have on the world. Taught as an independent subject, we will deliver a progressive curriculum that builds up key knowledge and skills as they move through the primary curriculum.

The geography curriculum is taught through key concepts from Year One to Year Six. Our approach to geography is organised through thematic enquiry; an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering a disciplinary appropriate question. As such each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (How do the natural resources of Chile and the UK differ?) and overarching unit enquiries (e.g. How is the production and use of resources changing around the world?). By learning specific things, children encounter a broad range of knowledge whilst amassing a specific body of knowledge. This is taught to be remembered, stored in long-term memory and developed. The children are given the opportunity to develop a depth of learning, which will allow them to manipulate and transfer knowledge. The topics and sequence are organised around thematic units. These provide a narrative to help students make sense of major geographical concepts (e.g. natural processes, place, scale, interrelationships etc.). Units start by developing the knowledge, understanding and skills that underpin the narrative, exemplifying the geographical story through examples of different places, at

different scales. This will encourage students to consolidate their understanding, but also help them to contextualise their learning; and develop a broader, global appreciation of places as a result.

Geography is an essential part of learning in the Foundation Stage as it is incorporated in everyday learning. The geographical aspects of the children's work relate to the objectives set out in the Early Learning Goals 2021 (ELGs) in Understanding the World and the Development Matters 2021 age ranges for Three and Four-Year-Olds and Reception.

In KS1, the children will begin by learning about London in the United Kingdom and start to develop basic mapping skills. They will be able to name and locate continents and oceans of the world as well as identifying the countries that make up the United Kingdom and their capital cities. Children in Key Stage One will also begin to identify human and physical features as they explore villages, town and cities and learn about the Geographical features of Brazil.

In KS2, children will develop locational and place knowledge by using maps, atlases and digital media such as google earth and digimaps to name and locate counties, countries and cities around the world. They will use fieldwork and skills to collect and analyse data as well as looking closely at physical and human processes such as urbanisation, volcanoes, earthquakes, climate change and sustainability.

Class teachers provide regular opportunities for retrieval practice throughout the year; helping children to know more and remember more. Children have a list of questions inside their Geography books to remind them of what they need to know in each year group, which is regularly referred to and used by the subject leader to monitor pupil knowledge.

A link has been established between the Geography leader at St. Joseph's and the Head of Geography at St. Thomas More Catholic School, to ensure a smooth transition between Key Stage 2 and 3. The high school is able to provide subject specialist knowledge to support St Joseph's Catholic Primary School staff and pupils in their Geography learning.

Impact

Children at St Joseph's know more and remember more as they progress through the geography curriculum. They understand geographical concepts and have an understanding of the environment that shapes the world that we live in today. Through Geography, children deepen their appreciation of their faith and fulfil their God-given talents. As followers of Christ, they understand that they are called to look after and protect the world God has given us. They have developed skills such as problem solving, asking and answering questions, collecting data, testing and evaluating hypotheses as well as developing a sense of intrigue. By the end of Key Stage Two, the children will be well equipped to use these skills across other areas of learning that will allow them to progress in their learning as they move away from primary education into Key Stage 3 and for life in the wider world.