



St Mary's Catholic Primary School
Educate, Protect, Love, Serve
#making a difference together

Our Vision Statement

With the love of Jesus and the inspiration of Mary at our heart, we will be the best we can be.
At St. Mary's we provide every member of our school family with the opportunity to achieve academically and thrive spiritually and socially.

Geography Curriculum Overview

'...be a geographer'

'A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with 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.' National Curriculum 2014

INTENTION – Aims and Principles

- To enable children to gain knowledge and understanding of places in the world; learning about their own area and comparing life in this locality to other regions in the UK and the rest of the world.
- To increase children's knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multicultural country;
- To allow children to learn graphic skills including how to use, draw and interpret maps;
- To enable children to know and understand environmental problems and world events at a local, regional and global level;
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- To develop a variety of other skills including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way;
- To acquire skills in carrying out observations and in collecting, organising, recording and retrieving information as part of an enquiry.
- To be able to use a variety of sources to find information.
- To be able to communicate their findings in various ways.

IMPLEMENTATION – Quality First Approach Ofsted (2013) states that the outstanding Geography teachers:

- communicate enthusiasm and passion about Geography to pupils.
- use specialist geographical vocabulary and terminology confidently.
- stimulate an interest and sense of wonder about places.
- use differentiation very effectively so that almost all pupils, including those with special educational needs make rapid and sustained progress.
- structure lessons carefully, regularly and effectively use a range of innovative resources, especially those linked to topical issues, and explore a wide range of geographical topics at a range of scales and across a variety of places.

In St.Mary's, Geography lessons:

- Ensure that pupils are able to make use of their prior learning in moving their geographical understanding forward; as a result lessons are stimulating and often innovative with geographical rigor at their core.
- Are planned with assessment criteria in mind.
- Build and promote an atmosphere in which Geography lessons provide opportunities for children to explore, discover and interact with the world in which they live and understand how it came to be the way it is.
- Use a variety of strategies which cater for pupils who learn in different ways.
- Involve practical activities and field work wherever possible.
- Teacher takes note of any relevant research on children's misconceptions which may influence their teaching.
- Have a Geography Wow Moment in each lesson (e.g. for Biomes in Year 5, a visit to the Eden project)
- Give pupils the opportunity to demonstrate their curiosities: question, analyse, and think critically.
- Offer pupils the opportunities to display/record their results in various ways e.g. maps, charts, written accounts, letters.
- Allow children opportunities to plan and carry out their own research.
- Links to other subjects where they overlap naturally.
- Makes links at a range of scales from the local to the global.
- Use of quality and up to date resources.

Overview model for St.Mary's Geography Geography is best organised through geographical enquiries that engage and motivate pupils by addressing real-world issues and concerns. Genuine enquiries do not have to be predetermined answers, results and conclusions. Rather, they offer authentic learning activities with real purposes, audiences and outcomes and engage pupils in active, experimental learning. The most powerful enquiries enable pupils to take action that makes a positive difference and generates change. The school grounds and local area provide an excellent context for such enquiries.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nursery F1	Marvellous me			All Creatures Great and Small		Maps (EYFS statement)
Reception F2	Where We Are (people and helpers)				Maps- local (EYFS statement)	Compare/contrast local environment in other countries (EYFS statements)

Year 1	Here I am (place knowledge)		London in the United Kingdom (place knowledge)		7 Continents (locational knowledge)	
Year 2		Villages, towns and cities (place knowledge)		Brazil (locational knowledge)	Oceans and seas (physical geography)	
Year 3		Rivers (physical geography)		Weather, water and climate (physical geography)	Mountains, volcanoes and earthquakes (physical geography)	
Year 4		Migration (place knowledge)		Building locational knowledge - South America and Hemispheres and tropics (locational knowledge)	Natural resources (human processes)	
Year 5		local fieldwork (Geographical skills)	Biomes (physical processes)		Energy and sustainability (Human processes)	
Year 6		Population (human geography)		Globalisation (human geography)		

Unit plan model for St.Mary's Geography High quality Geography work incorporates three interrelated elements. The first of these is an enquiry approach that involves asking geographical questions and using a range of skills, some specifically geographical, to find the answers. The second is the study of places, such as the local area, town, region, country or, at a global scale, continent, or the whole world. The third element involves learning about the physical

and/or human and/or environmental Geography of the places studied. Combining these different elements can enable pupils to think geographically in authentic learning activities that have real purposes, audiences and outcomes.

The three elements in high-quality geographical work

<p>Enquiry, geographical skills and fieldwork</p>	<p>Asking and answering questions Planning and undertaking geographical enquiries Communicating the outcome of enquiries Making and using maps Using globes, atlases and digital mapping Fieldwork skills Using secondary resources such as books, websites and images. Understanding differing points of view</p>
<p>Studying places place & locational knowledge</p>	<p>The school grounds and local area The UK, Europe and the wider world Localities in the UK, Europe and the wider world Locational knowledge</p>
<p>Physical, human and environmental Geography Physical Geography</p>	<p>Physical Geography</p> <ul style="list-style-type: none"> • landscapes, volcanoes, rivers, coasts • the weather, seasons and climate • landscapes, plants-and animals <p>Human Geography</p> <ul style="list-style-type: none"> • homes, buildings, villages, towns and cities journeys and the movement of people, goods and Ideas • jobs, agriculture, fishing, mining, manufacturing, transport, services • land use and the location of activities

	<p>Environmental Geography</p> <ul style="list-style-type: none"> • change and development • caring for the environment and the planet sustainability and environmental responsibility
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Lesson Plan Model for St.Mary's Geography

Anticipatory Set	- Engage pupils	WOW/Hook – video, music, food, speaker, items from the country
	- Connect with prior learning	From previous year or previous lessons; from other subjects as well as Geography to aid memory.
	- Explain what students will learn	LQ's - small steps.
	- Connect to future learning	Tell students what they are going to learn about within the topic.
Introduction of new material	<ul style="list-style-type: none"> - Provide instructions - Model new skills - Check for understanding 	<p>Depending on the lesson, this may be structured or more enquiry based for pupils.</p> <p>(Opportunity for 'I model')</p>
Guided practice	Facilitate student work	(Opportunity for 'we model')

Independent practice	Assign independent class work or homework.	(Opportunity for 'you model')
Closure	Have pupils briefly summarise their learning.	Could be verbally or written so all can summarise. Could take the form of a quiz.

Inclusion At St. Mary's Primary, Geography forms part of a broad and balanced inclusive curriculum which provides all children with relevant and challenging learning. Through each topic taught, suitable learning challenges are set in response to children's diverse learning needs.

Enhancement In each year group, learning is enhanced through high quality resources, visitors or fieldwork. Children are able to use maps, atlases, the internet and watch videos to ask and answer questions about the topics they are learning.

Ambassadors Children who are particularly enthusiastic about Geography are encouraged to become champions of the subject; ambassadors for Geography across the school. They are recognised for putting exceptional effort into their learning about Geography. Ambassadors assist in ways to promote Geography across the school as well as have a say in how to improve teaching and learning of the subject.

IMPACT Pre and post topic knowledge Children will complete KWL grids at the beginning of each topic to record their existing knowledge. At the end of a topic, they will revisit the grid and add to it in a different colour to show what they have learned.

Assessment in Geography: Teachers will assess children's Geography by making informal judgements during lessons through questioning, pupil discussions, pupils work or asking pupils to summarise what they have learnt by writing a sentence at the end of the lesson. On completion of a piece of work, the teacher will assess it against age-related learning objectives, and then use this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress - Next steps or challenges might be given. Older children are encouraged to make judgements about how they can improve their own work. For some topics, end of unit assessments are available for pupils to see what they can recall and allow teachers to assess the knowledge gained. This data is used to report achievements to parents at the end of the academic year. Exercise books are taken into the next year.

Monitoring The monitoring and evaluating of practice in Geography enables the progress of children to be seen within the class and whole-school contexts of school and staff development. Monitoring of teaching and learning takes place through book scrutiny, lesson observations and pupil interviews to ensure coverage, continuity and progression in Geography. The monitoring and evaluating of practice in Geography enables the progress of children to be seen within the class and whole-school contexts of school and staff development. Monitoring of teaching and learning takes place through

K	W	L
WHAT DO I KNOW ?	WHAT DO I WANT TO KNOW?	WHAT HAVE I LEARNED ?

book scrutiny, lesson observations and pupil interviews to ensure coverage, continuity and progression in Geography. The use of Geography ambassadors is being developed to enable the subject leader to evaluate achievement for a cross section of children in each year group . These children will meet with the subject leader on a termly basis and will provide an insight into the Geography approach through the eyes of a child (and group) in a particular class.

Findings are used to inform future planning to enhance teaching and learning

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