

### Geography Curriculum Policy

At St Maxentius CE Primary School, we strive to give children the best possible education. The curriculum is designed to build on prior learning, with relevant and engaging learning experiences, which supports the development of resilient learners, and creative and critical thinkers. As a school, we passionately believe that every child is made by God to be unique with their own skills, talents and innate potential to achieve. We celebrate and welcome the differences within our school community and we strive to ensure that every child can reach their potential, without exception. The curriculum is underpinned by our Christian Values of hope, faith and love and our ethos is driven by the parable of the lost sheep:

*"And when he finds it, he joyfully puts it on his shoulders and goes home.  
Then he calls his friends and neighbours together and says  
"Rejoice with me; I have found my lost sheep" Luke 15: 5-6*

At St. Maxentius, we produce high-quality geography education that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We provide teaching that equips 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 helps 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.

### Intent

At St Maxentius we have high academic ambition for all pupils and the intended curriculum is aligned with the National Curriculum (2014). The curriculum is sequenced so that learners revisit concepts over time and build on previous learning. (Appendix 1 - curriculum overview) The subject intent clearly identifies the knowledge and skills that pupils will gain at each stage; leaders have ensured that end points are clear. The curriculum is rooted in the solid consensus of school leaders about the knowledge and skills pupils need in order to take full advantage of opportunities, responsibilities and experiences in later life. Reading is high profile and embedded in all curriculum subjects, pupil engage with academic literature at an age-appropriate level to support their understanding.

The intended curriculum at St Maxentius addresses social disadvantaged by ensuring teachers address gaps in pupil's knowledge and skills. Leaders have identified the knowledge and skills required to enable pupils to be educated citizens, introducing them to the best that has been thought and said, helping them to engender an appreciation of human creativity and achievement.

The geography curriculum at St Maxentius is designed to give all pupils particularly the most disadvantaged and those with Special Educational Needs or Disabilities (SEND) the knowledge and cultural capital they need to succeed in life. The curriculum builds cumulatively sufficient knowledge and skills over time so that all pupils can develop their knowledge, skills and abilities with increasing fluency and independence.



### Implementation

Teachers present new information clearly and in manageable chunks to support pupils to build their knowledge. At St Maxentius, teachers have expert knowledge and the subject leader offers continuing professional developments and enhancements so that no pupil is disadvantaged by ineffective teaching. Teachers have strong content and pedagogical knowledge so that pupils are supported and any gaps in their knowledge can be appropriately addressed.

### Concepts

The intended curriculum identifies key concepts for Geography and these are revisited so that pupils embed key concepts in long term memory and then can apply them fluently. The concepts in Geography are:

- change
- place
- environment
- space
- scale
- process
- interconnection
- sustainability

### Long Term Memory

In every unit of geography work there is a knowledge organiser and an overview which is presented in pupils' books. The knowledge organiser includes key concepts, vocabulary, key facts and visuals/diagrams to support pupils' acquisition of new knowledge. Throughout the course of study, there is regular opportunity for pupils to revise their knowledge organiser and self-test facts. The unit overview (learning destinations) that is also presented in books, depicts the intended end points for the geography unit.

Leaders have also developed a retrieval plan for science and foundation subjects to ensure that pupils regularly retrieve knowledge. This occurs in each session and involves PowerPoints adhering to the 'Activate, Vocabulary, Retrieve' sections of every lesson; this correlates to the structure in other lessons across the curriculum.

### Assessment/Marking & Feedback

In each Geography lesson, there is a set learning objective known as WALT (We Are Learning To), this clearly states the focus for the session and explains what pupils will be able to know, understand or be able to do by the end of the lesson. There is also a success criteria, known as WILF (What I am Looking For), which explains how pupils can fully achieve the WALT. These objectives are printed onto labels and presented in Geography books so that no learning time is wasted in recording these.

Pupil's work is marked in line with the school marking and feedback policy. The WILF is highlighted in either green, yellow or pink to evidence how well the pupil achieved towards the criteria in the session. Teachers may give feedback to improve work in pink and pupils can respond in purple pen. Feedback in geography should be weighted more towards pupil's geographical development; however, teachers may occasionally ask pupils to address spellings, punctuation, presentation or handwriting if work is not at the standard expected for that pupil or if it supports their development. The school utilises a verbal feedback model at the point of learning so that pupils gain the high quality, precise feedback when they need it the most.

Ongoing assessment is evident in geography through the highlighting of the WILF and through the use of feedback. Teachers routinely and systematically check pupils' understanding through the course of study and assessment is formative. At the end of each Geography unit teachers record assessments on the school tracking system 'Insight'. Pupils are assessed for knowledge, skill and vocabulary.

### Teaching & Learning

Each teaching session in Geography, follows the agreed school policy of teaching and learning, and is planned to support pupils long term memory development. There are 5 stages in each session:



**Activate**- teachers activate the appropriate schema and make long term links to learning that occurred in the past.



**Vocabulary** – teachers explicitly teach vocabulary that pupils need a deep understanding of to support their learning.



**Retrieve** – pupils complete a retrieval task relating to more recent learning such as self-testing key information from their knowledge organisers. (See retrieval plan)



**Teach** – The teacher presents new information clearly and in manageable chunks.



**Apply** – pupils apply their learning by demonstrating their skills gained.

### Reading

Pupils have regular opportunity to engage with texts which are academic and support their knowledge acquisition. Teachers ensure texts are age appropriate and teachers explicitly clarify any new vocabulary to support pupils learning.

### Impact

The high-quality teaching of Geography at St Maxentius will ensure pupils are well prepared for the next stage of their education, with pupils meeting the standards expected of them, in line with national averages for the end of the key stage.

Through a well-planned and sequenced curriculum children will have made good progress in terms of knowing, remembering and being able to do more. Pupils who are disadvantaged or with SEND will have acquired the knowledge and cultural capital they need to succeed. Children will be able to work both collaboratively and independently within different disciplines of Geography, with a solid understanding of the world around them, demonstrating the skills required to be confident, logical and critical thinkers. They will be able to make firm connections between knowledge gained and their experiences in life which will inspire them to question and test new concepts.

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Next Review Date: March 2023

## Geography Curriculum Overview 2021-2022

	Autumn	Spring	Summer
Year 1		<b>Blackpool</b>	<b>Bolton/Chembakolli</b>
Concepts		Change Place	Scale Environment
Year 2		<b>Brazil</b>	<b>The Alps</b>
Concepts		Environment Space	Process Change
Year 3		<b>U.K. &amp; Europe</b>	<b>Mexico</b>
Concepts		Place Scale	Space Place
Year 4		<b>Rivers</b>	<b>The Antarctic</b>
Concepts		Process Sustainability	Environment Space
Year 5		<b>Rainforest</b>	<b>Italy/Bolton</b>
Concepts		Interconnection Change	Place Scale
Year 6		<b>The Americas</b>	<b>Natural Disasters</b>
Concepts		Environment Interconnection	Scale Process