



Geography at St. Joseph's



At St. Joseph's we place a strong emphasis on providing a primary maths curriculum that is driven by faith, enrichment, equality and diversity, learning for life, and oracy. Our curriculum aims to enhance the educational experience of all pupils by providing opportunities for intellectual, social, and personal growth.

Intent

A St Joseph's pupils will understand their relationship with the world and their place within it. The intention of geography teaching here at St Joseph's Catholic School is to develop a high-quality geography education which inspires pupils to have a curiosity and fascination about the world and its people. It intends to spark curiosity and wonder in all our children about the world in which they live thus preparing them to carry this forward through their educational journeys. Therefore, geography teaching motivates children to find out about the human and physical world and enables them to recognise the importance of sustainable development for the future of mankind.

In line with the National Curriculum Objectives for Geography, our intent is that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Development Priorities:

- Embed 'sticky facts/knowledge' into weekly lesson format.
- Embed 'Dive Deeper' into weekly marking and feedback where appropriate.
- Use of tier1, 2 and 3 vocabulary.

Implementation

At St Joseph's, the geography curriculum was designed by experienced staff in line with the National Curriculum and following up to date, relevant advice. The implementation of the curriculum ensures all of our children make progress through a variety of inclusive, engaging and challenging experiences and opportunities.

At St Joseph's we deliver Geography skills, knowledge and vocabulary through a range of age-appropriate topics. We have developed an enriching, adaptable curriculum with opportunities for cross-curricular links that will enable our pupils to become immersed in the wider-world. The curriculum is implemented focusing on both geographical knowledge and skills progression and development.

Every year group has a geographical topic per term. This topic can sometimes be a discrete topic, and other times will fit into a wider creative curriculum depending on its appropriateness. In these instances, the curriculum will have well thought out links to other subject topics in order to build connectiveness throughout the curriculum. Each unit of work has an over arching question to drive an investigative approach to learning. We have adapted the national scheme to the local circumstances of our school creating a bespoke curriculum for the children of St Joseph's. This means we make use of the local environment in at least one topic in every year group, and encouraging fieldwork and the input of local sites and experts. We regularly choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Through their work in geography, children begin to learn first about their immediate surrounding (school), their local area, and then they compare this with that of other regions in the United Kingdom and in the rest of the world. Through this progressive approach they learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving.

For each topic we collect a selection of 'sticky facts'. The facts are one of two things. Interesting and often memorable facts about a topic that the children love to learn more about. Or knowledge the children are required to know in order to progress successfully through the curriculum. As part of our weekly implementation of the geography curriculum, children will collect, record and revisit these facts throughout a topic and in other topics where learning is interconnected.

Impact

At St Joseph's, the expectation is that the majority of pupils will move through the programme of study at broadly the same pace. Our bespoke curriculum teaches them knowledge about the world around them and gives them the skills to dive deeper and find out more. Through their growing knowledge and understanding of human geography, children will leave us with an appreciation of their place in the world and the life of others near and far including other cultures. Decisions about when to progress should always be based on the security of pupils' understanding, skills development and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through our whole school Dive Deeper initiative. To support those pupils who may not be ready to move on, we have regular revisiting of 'sticky facts' and pre teach key vocabulary for current topics. We intend on our curriculum enabling all children to be confident in using tier one vocabulary, most children to be confident in using tier 2 topic specific vocabulary, and some children to be gaining greater depth into their learning by using tier 3 vocabulary to talk geographically about a topic.

Teachers measure the impact in geography by carrying out formative assessment through AfL in each session and feedback is given to children. Teachers then use this assessment to influence their planning. Children are rapidly identified as needing further challenge or additional support, and we ensure that this is provided in a timely manner. We understand that catch-up does not always work, and as a consequence our interventions focus on pre teaching vocabulary and where appropriate supporting or adjusting the outcome of a task.

Teachers can measure impact by using an end of unit task linked to the key question in a topic. This can take the form of a variety of tasks from a direct written response to the question to a group presentation or drama. This is then supported using our year group 1 can statements which are developed from our skills progression document.

Strengths:

- EYFS develops firm foundations which support the NC
- Same ambition for SEND as for Non-Send- children scaffolded and supported to keep up with peers
- Key knowledge is embedded- overlearning, revisiting, rehearsing can be seen in lessons.
- Geography lead and deputy head revisited curriculum DEC 2023 to ensure coverage was thorough and to promote opportunities for learning about current geographical affairs and global issues.
- Bespoke curriculum with a local area focus at every stage.



Geography –Curriculum Coverage



At St. Joseph's we place a strong emphasis on providing a primary history curriculum that is driven by faith, enrichment, equality and diversity, learning for life, and oracy. Our curriculum aims to enhance the educational experience of all pupils by providing opportunities for intellectual, social, and personal growth.

	Autumn	Spring	Summer
Reception	Exploring the woods	Cold climates All change in the woods	Seaside Growing and changing
Year 1	What is it like here in my local area?	How is Shanghai different to where I live?	What is the weather like today in the UK?
Year 2	Why is our world wonderful?	What is a continent and why is each one special?	What would I see at the coast?
Year 3	What do maps tell us?	What is more powerful, humans or nature?	How can we save our oceans?
Year 4	What is the importance of Biomes?	Where does our food come from?	How does Holy Island compare to where we live? Why do people visit?
Year 5	Why is the rainforest important to us and what can we do to help?	What is the journey of the River Tyne?	How does living in Gateshead compare to the Amalfi Coast?
Year 6	Where does energy come from?	How can we make our local area more environmentally friendly?	What is a geographer?



What drives our Geography Curriculum?



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Faith in Geography

Our curriculum helps pupils to develop a deep understanding of their faith and how it informs their lives and interactions with others.

Throughout our geography curriculum, we promote spirituality by encouraging children to ask Big Questions. In lessons, we promote core values such as teamwork, cooperation and supportive partnerships. The topic of faith is threaded through the geographical topics we investigate as we offer our children the opportunities to appreciate all faiths and beliefs from around the world. Learning about the world around us gives the children of St Josephs an appreciation for everything God created for us, and they learn how to respect and sustain this. Children are supported to grow in confidence in geography, viewing themselves as God's creations and fulfilling their potential.

Equality and Diversity

Our curriculum ensures that every student has access to a high-quality education regardless of their background or abilities. We reflect the diverse needs and interests of our pupils, providing a level playing field for all to succeed.

Our geography curriculum is ambitious for all of our children. We aim for them to access a challenging, inspiring, investigative approach to learning about the physical and human aspects of world in which we live. All children access this regardless of additional need, disadvantage or social circumstance. Where needed, children receive carefully planned intervention or scaffold so that they access the curriculum fully. In designing our geography curriculum, we ensure the geographical locations and themes studied represent cultural, ethnic and social diversity. Our 'I can statements' aid tracking the progression of skills across year groups and ensure we can intervene when pupils need support and we can adjust the curriculum accordingly.

Enrichment in Geography

We believe that pupils should be challenged and inspired in their learning. Our curriculum offers a range of extra-curricular activities and opportunities for pupils to explore their passions and interests, fostering creativity and critical thinking.

Enrichment in geography is centered around the varied experiences the children are offered through their curriculum. During their journey through school they have the experiences of using and creating maps, using up to date technology and video footage, visiting local geographical sights, attending residential and having carefully selected visitors come into school. This enables the children to fully immerse themselves in the place or theme they are learning about and brings the curriculum to life. Giving the children these opportunities will help foster their creativity and help them thrive in their geographical enquiries.

Learning for Life

We aim to prepare pupils for the challenges and opportunities of the future. Our curriculum provides pupils with the skills, knowledge, and attitudes needed to succeed in a rapidly changing world, fostering independence, creativity, and critical thinking.

The knowledge and skills children develop through our ambitious geography curriculum ensure that they are fully equipped for the next stage of their education. Learning about the world around them is an imperative part of our children understanding where they fit in the world. They also investigate how humans and nature are interconnected, and the role we play as humans in protecting our everchanging environments helping them make well informed decisions about their future. The curriculum is planned to spark curiosity and engage the children in critical thinking by answering enquiry questions about people, places and current affairs. In geography, children are taught to discuss and debate issues with clarity, and listen to people's points of view.

Oracy in Geography

Our curriculum provides pupils with opportunities to develop their speaking, listening and eloquence to raise aspirations and prepare them for a lifetime of confident and effective communication.

Our geography curriculum aims for children to learn to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Teachers skilfully plan opportunities to model oracy in geography lessons and empower children to confidently take part in paired, group and whole class discussions. We plan opportunities for children to speak publicly and build their confidence so that they can articulately express opinions.