

Geography

Curriculum is derived from the Latin word 'currere' and our curriculum is therefore the 'path' we want our children to take on their journey with us through All Saints.

Intent

We want to stimulate children's natural curiosity and fascination through our knowledge-based geography curriculum and encourage each and every child in our care to develop a passion and a love for learning about the world, where they are able to gain a better understanding of their own place within it. With our literacy-rich approach using the Pearson Primary Geography Curriculum, we seek to encourage all our children to be confident, critical thinkers, who are reflective about the lessons we can learn from our amazing planet: its diverse places, people, resources and environments. We aim to guide all our children towards becoming compassionate, responsible individuals, who respect and celebrate the world in which we live and understand the impact they can have on its future.

Our geography curriculum has been designed to ensure every child:

- Develops contextual knowledge of the location of globally significant places – both terrestrial and marine
- Understands the processes that lead to key physical and human geographical features
- Is competent in core geographical skills, including: the collection, analysis and presentation of data; and the interpretation of maps, diagrams and photographs
- Develops a rich vocabulary grounded in geographical terminology
- Has the unique assessment opportunity to apply their geographical skills and knowledge to an analytical essay that employs critical thinking
- Has opportunities to use geographical skills locally through our school pledge and Bushcraft programme, which weaves itself through our geography curriculum
- Is able to deepen their geographical understanding across our synergistic curriculum

Implementation

All teachers and leaders have a firm and common understanding of the school's geography curriculum intent and as such, are dedicated to the teaching and delivery of high-quality geography. To enable this, whilst also endeavoring to reduce teacher workload, we have chosen to use the Pearson Primary Geography Curriculum, supplemented by our school pledge. Each year group studies three geography units over the course of the year, which are made up of a meticulously planned series of lessons, underpinned by the best evidence about how children learn. They are intelligently sequenced to ensure that key knowledge is retained and developed over time and its foundational principles are aligned with the Anthem Way. Teachers are adept at using the Pearson Primary History Curriculum as a platform and adapting it to suit the needs of their cohorts. Each unit of work revolves around:

1. Work booklets have been collated to contain all three units for each year group to clearly evidence progress across the course of a year. These workbooks ensure that every lesson includes rich, challenging text, written at an age-appropriate level. Key graphics, images and diagrams are all included alongside the text; key or new vocabulary is in bold. Questions and tasks break up the lesson, meaning children get regular opportunities to practise new learning.

2. Knowledge organisers (including core facts, diagrams and geographical vocabulary) provide clarity to subject leaders, teachers and children about what is expected to be learnt and remembered by the end of the lesson, the unit, and in the long term.
3. Lesson plans break lessons down into smaller sections of explicit teaching, followed by regular opportunities for all children to think critically, apply geographical knowledge and practise key skills. Each unit consists of six carefully sequenced, literacy-rich, knowledge-based lessons, readily available to teachers, so that they can use their valuable time to develop their own subject knowledge and adapt the learning appropriately and effectively.
4. Slideshows support the teacher in delivering the content of the lessons clearly and precisely. The slides aid children's memory through 'dual-coding' (receiving explanations through both the visual and auditory channel).
5. Low-stakes, multiple-choice quizzes are efficient, effective and motivating for children, whilst providing teachers with vital information about what children have misunderstood, and/or what they are struggling to remember. Recall and retrieval quizzes occur at the start of every lesson; mid-unit check-in quizzes take place in the middle of every unit.
6. Learning reviews are completed at the end of every unit, encouraging our children to be reflective about what they have gained from a lesson and to consider what has piqued their interest and curiosity.
7. The sixth and final lesson in a unit of work is an assessment essay, which allows the children to apply all their geographical knowledge and skills.
8. Pre-teaching sessions give novice learners key contextual knowledge and front-loads vocabulary to ensure that every child can be a successful geographer in every lesson
9. Our school pledge and progressive Bushcraft programme offers children the opportunity to apply geographical skills in the local area (evident on our long-term plans).

Impact

Through the quality-first teaching of Geography taking place, children will have an excellent knowledge of where places are, what they are like and how human and physical environments are interrelated; they will develop core geographical skills and understand how they are useful to them. With on-going assessment opportunities throughout each unit, teachers will be able to continually assess the formative impact lessons are having on every child. At the end of each unit, the opportunity to write an extended essay on a focused question will ensure that our children are able to elaborate on all the knowledge that they have acquired throughout the unit. Regular book looks act as a further evidence base for the impact of the sequence. Ultimately, our curriculum develops inspired geographers, who can confidently talk about what they have learnt using subject specific vocabulary; they can speak enthusiastically about the importance of this subject and how it inspires in them a curiosity about the world around them and a passion to protect it.