



## ST. ANDREW'S GEOGRAPHY CURRICULUM

### GEOGRAPHY CURRICULUM INTENT

Our broad and balanced Geography Curriculum at St. Andrew's is designed to ensure opportunities for all children to shine through practical, engaging, knowledge rich and skills focused learning journeys. We equip children to be global citizens: to develop an awareness of the wider world and their place within it, encourage them to take an active role in the community and work with others to make our planet more peaceful, sustainable and fairer. We have ambitions that our children will become passionate about the planet, become actively involved in protecting the environment and be aware of the connections that exist between people and places.

The Geography Curriculum contributes to the St Andrew's Core Values:

**Compassion:** By learning about the natural and human aspects of the world, children will show compassion and empathy for those less fortunate than themselves.

**Achieve:** Through enquiry and exploration, children will feel a real sense of achievement of an understanding of the wider world.

**Respect:** By equipping children with knowledge of diverse people and places, they will learn to respect those who are different to them.

**Enjoy:** Children will enjoy learning about different global communities and their relationships between these people and their landscapes. They will enjoy educational trips to the local area, such as Essex Country Parks and the East Anglia coast.

# GEOGRAPHY CURRICULUM IMPLEMENTATION

## CURRICULUM CONTENT & DELIVERY

At St Andrew's, we implement a broad, balanced and enriched Geography Curriculum that meets the statutory requirements of the National Curriculum, incorporating the four main areas of learning at each key stage: place, location, human and physical and geographical skills and fieldwork. Geography is taught through units of work in the equivalent of 45 minute lessons, over 14 hours throughout the year, so that children achieve depth in their learning. Elements of geography are also taught within our History Curriculum too.

For each unit, we have identified the key knowledge, skills and vocabulary which will be covered, building on prior learning and making links between units. Teachers carefully plan these units through a wide range of resources, creating their own series of engaging lessons. These can be tracked on the whole school geography progression document.

Through the design of each unit, pupils accumulate knowledge as they progress. For example, in Year 3's local area study, children learn basic geographical concepts, knowledge, vocabulary and skills through the concrete experience of a familiar place. This then allows them to make meaningful comparisons with Italy in Year 4 and Mexico in Year 5. This knowledge of places then feeds into regional studies from the Americas (Year 5 and 6), Europe (Year 4 and 6) and the UK (Year 3 and 6). This growing knowledge of a wide range of places is also fed by the development of locational knowledge, geographical skills and a growing understanding of human and physical processes. Children are able to draw comparisons and make connections between these topics and the wider world.

## EQUALITY FOR ALL

At St Andrew's, our Geography Curriculum is shaped by our school vision which enables all children, regardless of social class, gender, culture, race, disability or learning difficulties, to be provided with the same learning opportunities. Where children have special educational or additional learning needs, teaching is scaffolded and targeted to address misconceptions and learning gaps during lessons. When children are working at greater depth, opportunities for development are provided for challenges.

## CURRICULUM ENRICHMENT

In order to extend the pupil's cultural capital, we offer opportunities for children to go out and participate in 'real life' experiences, providing engagement through educational visits and studying localities first-hand. For example, Year 3 visit Walton-on-the-Naze to enrich their coast's topic and Year 4 visit Timberman's Creek to carry out fieldwork skills. Teachers also plan enrichment days for some geography topics, for example a Mexico day in Year 5 and a visit from a real-life Antarctic explorer in Year 6. Outdoor learning lessons in our Nature Base give children opportunities for outdoor exploration, learning to care and respect for their natural surroundings.

Through our Geography topics, teachers plan opportunities for children to use skills they have learnt in English lessons to explain and evidence their geographical understanding. For example, in Year 3 children produce an information leaflet for mountain climbing safety and Year 5 produce a non-chronological report about Mexico. Geography contributes to the teaching of mathematics in a number of ways. There are many opportunities for children to apply mathematical knowledge and skills through our Geography Curriculum. For example, collecting rainfall data in Year 4, studying and comparing population and climate charts for Mexico in Year 5.

## **GEOGRAPHY CURRICULUM IMPACT**

The measure of this impact is to ensure that children at St. Andrew's are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have developed a passion for learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

The effectiveness of the Geography Curriculum is regularly monitored to ensure that the appropriate skills and knowledge are being demonstrated through book scrutiny, lesson visits, interviews with children and staff questionnaires. Skills will be assessed both formatively: during lessons through discussion, questioning and written work and summatively: end-of-unit assessments.

After summative assessment, teachers use level descriptors to make a levelled judgement on a child's ability and skills.