



SJF 'The Big Picture Curriculum'

INTENT - GEOGRAPHY

What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners</p> <p>*meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning</p> <p>*understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p>							
	Strong individual values	<b>Love</b>		<b>Learn</b>		<b>Achieve</b>			
What are we trying to achieve?	Focus for learning	<b>Attitudes and Attributes</b> (independence, resilience, creativity, risk-taking)		<b>Skills</b> (reading for learning, transferrable English, mathematical and scientific skills)		<b>Knowledge and Understanding</b> (subject knowledge, embedded understanding, make links and			
	How are we going to organise learning to achieve our aims?	Components	Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers	
		Trips and residential	PTA Events	Outdoor Learning	Community Events	Sports Events	Church and Parish		
		Highly effective teaching & learning is dependent on...							
Pedagogical approaches		<ul style="list-style-type: none"> <li>Reviewing Material</li> <li>Questioning</li> </ul> <p>Implementation of <i>Rosenshine's principles of instruction as themed by Tom Sherrington</i></p>			<ul style="list-style-type: none"> <li>Sequencing Concepts &amp; Modelling</li> <li>Planning Stage of Practice</li> </ul>		...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'
		Depth is embedded by...							
		...clear focus on meaningful memory	...making explicit links between concepts and themes	...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and		
		...promoting problem solving and lateral thinking		...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning			
How well are we achieving our aims?	Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback			
						Verbal feedback (regular and relevant)	Written feedback (meaningful / motivating)		
How well are we achieving our aims?	Accountability measures	Attainment and Progress		Behaviour		Attitudes to learning		Mental Wellbeing	
		Responsible and respectful global citizens		Attendance		Confidence and Independence		Physical Wellbeing	



## GEOGRAPHY INTENT

### **Intent of curriculum:**

At St John Fisher our school motto, **‘Together we grow in God’s love, learning to be the best we can be’** reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation. We believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it and how to protect it.

Through the inspiration to **‘Love, Learn, Achieve’** our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education. The curriculum is designed to ensure that teaching 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 through the school, 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 and our impact as humans on these features.

Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth’s features at different scales are shaped, interconnected and change over time.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

### ***By the end of Reception: Outcomes*** **Understanding the world**

#### **People, Culture and Communities:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.



***By the end of Year 2: Outcomes (Refer to the Curriculum Maps, Progression of Skills & Knowledge map)***

- Ask and respond to simple closed questions.
- Use information books/pictures as sources of information.
- Investigate their surroundings.
- Make observations about where things are e.g. within school or local area.
- Follow directions (Up, down, left/right, forwards/backwards).
- Draw picture maps of imaginary places and from stories.
- Use own symbols on imaginary map.
- Use a simple picture map to move around the school.
- Recognise that it is about a place.
- Use relative vocabulary (e.g. bigger/smaller, like/dislike).
- Draw around objects to make a plan.
- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.
- Able to use picture maps and globes.
- Children encouraged to ask simple geographical questions; where is it? What's it like?
- Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information.
- Investigate their surroundings.
- Make appropriate observations about why things happen.
- Make simple comparisons between features of different places.
- Follow directions (as yr. 1 and including NSEW).
- Draw a map of a real or imaginary place. (E.g. add detail to a sketch map from aerial photograph).
- Begin to understand the need for a key.
- Use class agreed symbols to make a simple key.
- Follow a route on a map.
- Use a plan view.
- Use an infant atlas to locate places.
- Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).
- Look down on objects to make a plan view map.
- Locate and name on UK map major features e.g. London, River Thames, home location, seas.
- Find land/sea on globe.
- Use teacher drawn base maps.
- Use large scale Ordnance Survey maps.

***By the end of Year 4: Outcomes (Refer to the Curriculum Maps, Progression of Skills & Knowledge map)***

- Begin to ask/initiate geographical questions.
- Use Non Fiction books, stories, atlases, pictures/photos and internet as sources of information.
- Investigate places and themes at more than one scale.
- Begin to collect and record evidence.



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- Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
- Use 4 compass points well to follow/give directions.
- Use letter/no. co-ordinates to locate features on a map.
- Try to make a map of a short route experienced, with features in correct order.
- Try to make a simple scale drawing.
- Know why a key is needed.
- Use standard symbols.
- Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering).
- Begin to match boundaries (E.g. Find same boundary of a country on different scale maps).
- Begin to draw or sketch a map from a high view point.
- Begin to identify points on maps A, B and C.
- Use large scale Ordnance Survey maps.
- Begin to use map sites on internet.
- Begin to use junior atlases.
- Begin to identify features on aerial/oblique photographs.
- Ask and respond to questions and offer their own ideas.
- Extend to satellite images, aerial photographs.
- Investigate places and themes at more than one scale.
- Collect and record evidence with some aid.
- Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps.
- Begin to use 8 compass points.
- Use letter/numbers/co-ordinates to locate features on a map confidently.
- Make a map of a short route experienced, with features in correct order.
- Make a simple scale drawing.
- Know why a key is needed.
- Begin to recognise symbols on an Ordnance Survey map.
- Locate places on large scale maps, (e.g. find UK or India on globe).
- Follow a route on a large scale map.
- Begin to match boundaries (e.g. find same boundary of a county on different scale maps).

### ***By the end of Year 6: Outcomes (Refer to the Curriculum Maps, Progression of Skills & Knowledge map)***

- Begin to suggest questions for investigating.
- Begin to use primary and secondary sources of evidence in their investigations.
- Investigate places with more emphasis on the larger scale; contrasting and distant places.
- Collect and record evidence unaided.
- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales E.g. temperature of various locations - influence on people/everyday life.
- Use 8 compass points confidently and accurately.
- Begin to use 4 figure co- ordinates to locate features on a map.
- Begin to draw a variety of thematic maps based on their own data.
- Compare maps with aerial photographs.
- Select a map for a specific purpose. (E.g. pick atlas to find Taiwan, OS map to find local village).



- Begin to use atlases to find out about other features of places. (E.g. find the wettest part of the world).
- Measure straight line distance on a plan.
- Find/recognise places on maps of different scales. (E.g. River Nile).
- Draw a plan view map with some accuracy.
- Identify significant places and environments.
- Use index and contents page within atlases.
- Use/ recognise medium scale land ranger Ordnance Survey maps and symbols.
- Suggest questions for investigating.
- Use primary and secondary sources of evidence in their investigations.
- Investigate places with more emphasis on the larger scale; contrasting and distant places.
- Collect and record evidence unaided.
- Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.
- Use 4 figure coordinates confidently to locate features on a map.
- Begin to use 6 figure grid references; use latitude and longitude on atlas maps.
- Draw a variety of thematic maps based on their own data.
- Begin to draw plans of increasing complexity.
- Follow a short route on an Ordnance Survey map. Describe features shown on Ordnance Survey map.
- Locate places on a world map.
- Use atlases to find out about other features of places. (E.g. mountain regions, weather patterns).
- Use a scale to measure distances.
- Draw/use maps and plans at a range of scales.
- Draw a plan view map accurately.
- Confidently identify significant places and environments.
- Recognise world map as a flattened globe.

### **Implementation of curriculum:**

At St John Fisher we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning. In order to foster children's curiosity about the world, interest and creativity, we are enthusiastic about geography and encourage children to explore and ask questions.

At St John Fisher, in Key Stage 1, geography is taught through a skills based curriculum. We enable teachers' autonomy to use the National Curriculum to select objectives and tailor teaching and learning to meet the needs and interests of the children in their class. By the end of Year 2, it is expected that the children will have developed their knowledge and understanding of all of the skills set out in Key Stage 1, this is also the case by the end of Year 6. It is expected that the children will have developed their knowledge and understanding of all of the skills set out in Key Stage 2.

Across Key Stage 1 and Key Stage 2, we have planned our themes for geography, classroom teaching is used to progress children's knowledge and skills within these themes. Each year group has a long-term plan with three geography themes, which are to be covered over the year and show progression moving throughout each year group. Senior leadership and subject



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leaders have worked closely with teachers to develop learning objectives that build on from previous years and relate to cross curricular topics. Cross curricular outcomes in geography are specifically planned for and these are indicated on the whole school Geography Skills Progression Map and Curriculum Maps.

In order to ensure 'Quality First Teaching' across the curriculum, we strive for the planning of all subjects to be personalised to each class and the individuals within them. Planning should incorporate clear adaptations/scaffolding, catering for the individual needs of all pupils, including those with special educational needs, those who have English as an additional language and for the higher attaining pupils. Teachers plan lessons for their class using our progression of skills and knowledge document and curriculum maps, these can be used to support with adaptation and personalised learning. Teachers can use these documents to plan their geography lessons to the needs and interests of the pupils. High quality teaching responds to the needs of the children. This is monitored by the geography lead and senior members of staff.

### **Monitoring Impact:**

At St John Fisher we ensure the effective monitoring of the impact of our curriculum by ensuring our leadership team carry out a range of activities. Geography is taught in themes throughout the year, so that children can achieve depth in their learning. In addition, the leadership team supports phase and subject leaders to develop their subject knowledge and experience through looking at learning, planning audits, book audits, reviewing learning environments, data analysis and pupil voice. Teachers have identified the key knowledge and skills of each blocked theme and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic, as part of the KWL strategy (What I know, What I would like to Know and What I have learned). This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenges to all learners, in line with the school's commitment to inclusion.

An evaluation of all of the above activities feeds into their subject review and leads to their subject action plan. Information gathered is collated, reviewed and feeds forward into meaningful, succinct action plans. These action plans feed into our overall School Development Plan, where appropriate. Subject leaders update and inform school governors regarding teaching and learning in their subject and the impact of the curriculum on learners. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.