



Geography at St John Vianney

Humanities Team: Julia Percy, Lois Murray



Geography Curriculum

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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 should help 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. (NC 2014)

Intent:

At St John Vianney, our geography curriculum is intended firstly to meet the national curriculum requirements for this subject.

Through our teaching of this subject we intend for our pupils to:

- increase and develop their geographical knowledge, skills, concepts and attitudes.
- have a progressive understanding of the place in which they live (locality, town, county...) comparing and contrasting with other places.
- make links between the physical and human features of different places, developing a deepening awareness of how these are shaped, interconnected and changed over time.
- develop a sense of responsibility both for the local area and the wider world.
- inspire a curiosity about the world they live in and develop their knowledge about diverse places, people, resources and natural and human environments.

Children will know more, remember more and understand more about the world and its people.

Implementation

Our geography curriculum is organised into termly topics as discussed and agreed by all teaching staff (see appendix a for whole school overview of geography). To move away from pupils believing they are learning about 'topic', we feel it is important for the subject of geography to be taught discretely, although links will be made with other subjects where appropriate.

To meet our curriculum intent for geography, we have agreed to do the following:

- Create a topic 'cover sheet' in pupils' books at the start of each new geography topic. This will include a map and/or important photographs, key vocabulary and key questions for the specific topic. It may include some necessary knowledge needed for the topic but will allow pupils the opportunity to gain this knowledge for themselves.
- Use skills progression grids to ensure that pupils are building upon skills already acquired and to provide appropriate challenge.
- Key vocabulary for the topic will be displayed, revisited, practised and checked upon not only during that specific topic but at other times to ensure it 'sticks'.
- Appropriate primary and secondary sources, including a range of fieldwork, will be used to enhance learning and make it real for our pupils.
- Focus on ensuring progression in mapping skills.

At St John Vianney, we recognise that our geography curriculum needs to be constantly evolving and through regular monitoring, evaluation and feedback, we will make the necessary changes to provide the best possible geography curriculum for our pupils.

Impact

When we are successful in meeting our curriculum intent and implementation:

- pupils will see themselves as "geographers", recognising the unique nature of this subject and the knowledge and skills they have gained from it.
- pupils will know more, remember more and understand more about the world and its people.
- pupils will understand about climate change and human impact upon the world, recognising the ways that they themselves can make a difference.
- pupils will make links between the physical and human features of different places, including locally, nationally and the world.
- pupils will use a developing vocabulary, appropriate to their age/stage, to discuss key geographical concepts.
- at the end of key stage 2 our pupils will be ready to tackle the challenges of key stage 3 geography.

Plans for the future

Climate change/ environmental issues - needs to be more high profile.

Links with secondary colleagues - making sure our pupils are high school ready

Fieldwork - progression and making it happen! Outdoor learning and forest school Resources!