

**Subject Area: Geography****Believe-Achieve-Belong****Intent**

*"Geography underpins a lifelong 'conversation' about the earth as the home of humankind."*  
Geography Association

**The curriculum at St Michael and All Angels Catholic Primary School promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to Believe, Achieve and Belong.**

**At St Michael and All Angels Catholic Primary School, we are geographers!**

**Our intent is to deliver a high-quality Geography curriculum, not just through experiences in the classroom, but also with the use of fieldwork and educational visits, which inspires in pupils a curiosity about the world and its people.**

**We wish to instil a love for Geography in our pupils and develop their knowledge of the world, as well as their place within it, and encourage them to undertake new experiences throughout their life.**

**We aim to provide all pupils with opportunities to investigate and build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques.**

**We will encourage pupils to ask questions and propose solutions to environmental problems within the local community and the wider world. Increasing awareness of environmental issues and the impact humans have aims to encourage pupils to become reflective members of society who consider their actions/choices and actively invest in protecting the planet.**

**Implementation**

**In the Early Years it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the**

**environment – this is the first step of becoming a geographer.**

**In KS1 and KS2, teachers maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of Geography are being taught across all year groups.**

**Geography lessons are planned coherently, using the skills progressions, to build pupils' knowledge and understanding of the world and the interaction between physical and human processes through quality first teaching.**

**Build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques.**

**Opportunities to develop their skills and fieldwork using maps and atlases (both physical and digital) will be provided for all pupils. Fieldwork allows pupils to apply geographical skills in a real-life setting and explore their local area and the features within it. We will develop deep subject knowledge and key skills while differentiating work for all abilities.**

**All lessons are planned using skills progressions so that knowledge is taught across the year group; skills are progressed across the key stage with connections made to prior learning.**

**'Reactive Geography' informs pupils of worldwide events that are being reported in the news (e.g. natural disasters) and further builds their understanding of physical geography and place knowledge through class discussions and a Geography in the news display.**

#### **Accessibility and Equal Opportunities**

**Please refer to the school's Equal Opportunities Policy, Accessibility Policy and Special Educational Needs Policy for further information.**

**All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:**

- **Differentiating lessons (through use of resources, tasks, level of support, outcome);**
- **Using a range of teaching styles to match the range of learning styles represented in a typical class;**

	<ul style="list-style-type: none"> <li>• <b>Ensuring the classroom environment is safe and secure and accessible for all.</b></li> </ul>
<b>Impact</b>	<p><b>At St Michael and All Angels Catholic Primary School, the impact of quality first teaching in Geography will foster a love and enthusiasm for the subject.</b></p> <p><b>We use both formative and summative assessment information in Geography. Our curriculum has key objectives and we have set out our expectations around these.</b></p> <p><b>We assess pupils' depth of understanding frequently and use this to forecast as to whether pupils are on track to meet our curriculum expectations. This process provides an accurate and comprehensive understanding of the quality of education in Geography.</b></p> <p><b>Monitoring</b></p> <p><b>The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Walks;</b></li> <li>• <b>Co-coaching;</b></li> <li>• <b>Pupil Voice;</b></li> <li>• <b>Book scrutiny including learning logs;</b></li> <li>• <b>Planning scrutiny;</b></li> <li>• <b>Lesson drop ins</b></li> </ul> <p><b>Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is feedback to the SLT and staff through the relevant meetings.</b></p> <p><b>Progress should be clear over the course of each topic.</b></p> <p><b>Impact</b></p> <p><b>Our children will:</b></p> <ul style="list-style-type: none"> <li>• <b>have strong knowledge of their local area and a confidence of the location of other countries and cities around the world;</b></li> <li>• <b>be able to discuss and recall a variety of events and where they happened in the world;</b></li> <li>• <b>explain aspects of human and physical geography and confidently use maps and atlases (physical and digital);</b></li> <li>• <b>have a sense of wonder at the world around them</b></li> <li>• <b>have independent research skills;</b></li> <li>• <b>have a sense of identity through learning about the UK and its relationship with other countries;</b></li> </ul>

- **developed an informed concern about the future of our planet;**
- **enhance children's sense of responsibility for the care of the earth and its inhabitants;**
- **help children understand how to use a range of maps in a variety of different contexts;**
- **use fieldwork to observe, measure, record and present human and physical features.**

**At St Michael and All Angels Catholic Primary School our children are creative geographers who can Believe-Achieve-Belong in the local and global world now and in the future as they move to Key Stage 3 and through their life journey.**