



GEOGRAPHY

Intent

Vision Statement:

We recognise that the Curriculum reaches far wider than the learning that happens in formal lessons in each classroom. It includes everything that a child experiences in their time at our school and develops the very person they are becoming, with their talents, their needs and their aspirations for the future. Each experience provides a learning opportunity to develop and prepare our children for life in modern Britain as global citizens through the lens of Catholic life.

At St Gregory's, we are inclusive and recognise that everyone has their own unique God-given talents. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be.

In Geography, we aim for all of our children to see themselves as geographers and to 'think like a geographer'. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for geography, recognising that the skills and knowledge they learn through geography can be used to have a positive impact on God's world around them.

To be able to be a geographer, children will need to build up the skills, knowledge and understanding of the world around them and their place in it, which begins in the Early Years. They will need to understand and use the language of geography and apply these geography skills and knowledge across the curriculum, making connections both within geography and across other subjects too.

To be a geographer, children will show a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through our carefully designed curriculum, they will develop 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 they progress through the school, their growing knowledge about the world will 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 will provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.



Implementation

Statement of Implementation:

The aims of the National Curriculum (2014) for geography are:

To ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

The National Curriculum is the part of the St Gregory's curriculum that maps out the knowledge and skills that we want our children to learn and experience in each subject. The wider curriculum includes a number of vehicles to develop the whole child and includes:

- **Inclusion using teaching for mastery** – Our mastery approach ensures that all children are exposed to the same curriculum content by breaking sessions down into small learning intentions and focusing on developing deep understanding, providing support and intervention to address each individual pupil's needs. This enables all children, including those with SEND, from disadvantaged backgrounds and from multi-lingual backgrounds to achieve their true potential through careful support and scaffolding.
- **Oracy, vocabulary and reading for pleasure** – We provide a language-rich environment with a sharp focus on Oracy and the development of rich vocabulary which includes technical vocabulary relevant to the progression of each child's learning. Talk is central to learning and as such, Oracy activities are woven through all activities and experiences to give children plenty of opportunity to develop and practise their speaking and listening skills. Reading is integral to our curriculum design with daily opportunities to hear and read a range of texts – this exposes children to a wider range of vocabulary and develops a love of reading.
- **Catholic Social Teaching** – are the principles to living life through the lens of a Catholic. They are principles that support children to make links from their learning through to the world in which they live and helps them to be givers rather than takers in our society. These are woven carefully through the subject lessons and also used to apply the knowledge of the topics through discreet lessons to help deepen their understanding of the context of their learning in the wider world and empowering them to challenge social injustice.



- **Metacognition and self-regulated learning (including growth mind-set and restorative practice)**
 - Children are supported to manage emotions, develop a positive sense of self, set themselves aspirational goals and have confidence in their own ability. This is supported by the use of our St Gregory's learning profile and growth mind-set approach giving our children a better awareness of how they learn, the emotions linked to this and the transferable learning skills needed to be the very best they can be and reach their potential.
 - Teachers support pupils to plan, monitor, and evaluate their learning. Developing the children's **metacognitive** knowledge of how they learn and their knowledge of themselves as a learner and strategies that help them – these things support them in becoming independent learners.
 - **Restorative practice** helps our children to develop stronger relationships, and become problem solvers within these relationships, setting firm foundation for learning, so that they are more resilient to overcome adversity within their lives.
 - **Self-regulated learners** are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- **Retrieval opportunities** – enable our learners to embed knowledge by transferring it from their working memory to their long term memory. We make deliberate connections between current and prior learning and recall learning by providing opportunities such as quizzes, oracy activities and challenging discussions based on question stems.
- **Extracurricular opportunities** – provide a wide range of additional experiences for the children to inspire them within their learning and add a wider context for them (such as walks around our local area, trips to farms and first-hand experience). This helps us to seek out and develop the talents in every child.

These aspects are expanded further in our [teaching and learning policy](#).

How we plan for progression in Geography at St Gregory's:

The St Gregory's Geography Curriculum has been developed around the enquiry approach. Each unit has been carefully selected and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within geography and across other subjects too.

Geography is taught every other term, e.g. in Term 2, Term 4 and Term 6 for each year group from Year 1 to Year 6. Each unit is driven by an overarching enquiry question, e.g. in Year 1, children answer the question, "What is it like where we live?" Each lesson in the unit is driven by a sub-question that will contribute to the answer to the overarching enquiry question.

We recognise that foundations for children becoming geographers are laid in the Early Years Foundation Stage through all seven strands of the Early Years Framework, especially Understanding the World, and to be ready for the next stage in their education, the starting point that we strive for every child to have upon entry to Y1 and working towards the aims of the National Curriculum is:

Understanding the World



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- Exposure to experiences that support children's understanding of the world around them.
- Engage with text that foster understanding of our ecologically diverse world

Mathematics

- To develop spatial reasoning skills

Once children enter Y1, they work progressively towards the aims of the National Curriculum. To ensure progression, the curriculum coverage was carefully considered, as well as identifying substantive knowledge, disciplinary knowledge and 'Golden Threads' for each unit.

Golden Threads (Substantive Concepts)



Geography curriculum coverage

We adopt an enquiry led approach to Geography which enables our pupils to learn as young geographers and to understand the kind of questions that geographers ask of the world. Through enquiry, our pupils not only build their substantive knowledge, but become increasingly adept at disciplinary thinking and making connections to prior learning and the Golden Threads. Coverage is based on the National Curriculum 2014 PoS with objectives allocated across phases and year groups, to ensure a progression of knowledge, skills and understanding. For example:



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	Autumn	Spring	Summer
Topic	Local Play Park	Our Wonderful World	Castles
Enquiry Question	What makes Weston Churchill a great park?	Would you rather live in a hot or cold place?	Where are castles in the United Kingdom?
Context	The children will be completing a stand-alone fieldwork unit exploring why Weston Churchill park is a great park. They will be exploring the immediate local area around the school. They will be developing their map skills to include compass directions and locational and directional language and the use of aerial photographs.	The children will be developing their understanding of weather patterns, identifying the hot and cold places in the world and why they are hot or cold. The children will be able to use a globe and world maps to identify the North and South Poles, seven continents and five oceans. They will learn what a polar climate is like and how animals and humans adapt to being there. Shackleton – mapping the route of the explorer? What weather do we need for each part of the journey?	The children will follow on from their work on continents and oceans in the Spring Term by zooming into the United Kingdom. They will learn about the four countries in the UK and their capital cities. They will learn some key facts about the four countries and will make links to their history focus by locating where specific castles are. Wales – Gwynedd Castle England – Berkeley Castle (link to History unit) Northern Ireland – Dunluce Castle Scotland – Edinburgh Castle
Year 2	- Use simple compass directions and locational and directional language to describe the location of features and make on a map. - Use simple fieldwork and observational skills. - Draw a simple map, use and construct a basic key.	- Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles. - Name and locate the world's seven continents and five oceans. - Use world maps, atlases and globes to identify the continents and oceans. - Use basic geographical vocabulary: beach, cliff, coast, mountain, sea, ocean, river.	- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. - Use world maps, atlases and globes to identify the UK and its countries. - Use basic geographical vocabulary: port, harbor.
Substantive Concepts	Geographical skills and fieldwork	Locational knowledge Geographical skills and fieldwork	Locational knowledge Geographical skills and fieldwork
Values (CST and British)	Consider the Needs of Everyone Working as a Team Taking Part Respect Democracy	Care and Protection of God's Creation Rights and Responsibilities Working Together as a Team Respect Tolerance	Care and Protection of God's Creation Rights and Responsibilities Rule of Law

The purpose of this document is to ensure that all aspects of the NC PoS is covered at least once as appropriate to their age and within the bounds of our clearly defined progression of skills. Agreement of what is taught when and by whom has been part of regular review to ensure that it is fit for purpose. Monitoring as part of observations, book looks and planning reviews, ensures that our geography curriculum remains on track. A link to this document can be found at the bottom of this page.

Geography Progression of skills

The disciplinary knowledge progression document identifies the skills of a geographer. The children will be developing and applying these skills throughout their units of geography.

Progression of Skills (Disciplinary Knowledge)

Analysing and Communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, and through writing, using appropriate geographical vocabulary with some support.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.	Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.	Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, a range of graphs and through writing at length, using appropriate geographical vocabulary.	Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary.	Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.
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A link to this document can be found at the bottom of this page.

Geography Progression of Vocabulary

Vocabulary, at an age appropriate level, is paramount to the children's understanding and ability to articulate their intent and enable questioning. It is, therefore, a key consideration in geography planning. Key subject vocabulary is introduced at the appropriate time, building on prior knowledge.

Planning

Planning for geography uses a standard format consistent across all foundation subjects. When planning for geography teachers utilise the whole school progression document which encompasses the NC PoS agreed objectives and the Skills Progression document to craft engaging lessons. To support the teaching and learning of geography, teachers have access to Digimaps a global resource that provides interactive mapping tools that can be used not only by the teacher for planning and delivering the curriculum but also enables the children to access as part of their personal learning.

These are the documents that are used to plan lessons in geography.



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Geography Cheltenham Planning Y6 – Does the High Street meet the needs of Cheltenham?

National Curriculum Objectives Geography KS2 Locational knowledge - using maps to focus on Europe in history focussing on local knowledge within the UK. Fieldwork study. Place knowledge - location in the UK Geographical skills and fieldwork - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Use the eight points of a compass, four and six-figure grid references, symbols and key The children will be completing a standalone fieldwork unit focusing on Cheltenham High Street based on human aspects of Geography. They will conduct surveys and make observations to identify the occupation of each unit. They will analyse this data and will make reasoned judgements regarding the land use on the High Street. They will present their findings using maps, plans, graphs, digital technology.	<u>Vocabulary</u> Residential Commercial Industrial Entertainment Public building Open space Transport Services Data Survey <u>CST and British Value Links</u> Rights and Responsibilities Consider the Needs of Everyone Put Others Before Yourself Taking Part
<u>Substantive Concepts (Golden Threads)</u> Geographical skills and fieldwork 	<u>Prior Learning:</u> Cheltenham – Y6 unit Discovery of Spa Water (locational knowledge and maps from the past) Field work skills from our field work study week last year (Y5 – Water)
<u>Disciplinary Knowledge</u> Answering and asking questions • Ask and investigate geographical questions, suggesting enquires to test them. Collecting and Interpreting • Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information. Analysing and Communicating • Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this. Evaluating and Debating • Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	<u>Substantive Knowledge (what they will learn)</u> - Cheltenham is a town, as opposed to a city, village etc. - There are different types of land use within towns, e.g. residential, industrial, commercial, entertainment, public building, open space, transport, services (known as RICEPOTS) - Digital/computing mapping can be used to record data

Support for additional needs in geography

We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. Teachers are flexible in their approach to planning support and intervention and recognise that specific SENDs do not necessarily need support across the entirety of the curriculum.

Typical support in place within geography includes: deliberate talk partner choices and seating arrangements, peer supported group work, targeted questioning, oracy and reading opportunities, inclusion of hands-on and wider resources, pre-teaching of key vocabulary and concepts.



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Where children are withdrawn from geography for interventions within other subjects, we endeavour for them to be removed from different areas of the curriculum each time so they continue to receive their broad and balanced curriculum.

Children requiring a number of interventions join a group called a 'high needs' group – these children have all been interviewed to understand which subjects their favourite subjects are and they're not taken out of these wherever possible. These are often subjects such as geography where they feel they have a relative strength or particular interest.

Planning to challenge in geography

As a school, we have developed a working descriptor for Greater Depth learning which is used across the curriculum. Through teaching for mastery, all children are exposed to opportunities for greater depth thinking. A child who is learning at Greater Depth can consistently:

- Apply their learning to different contexts, identifying relationships within the subject and between other areas of the curriculum.
- Work independently, showing resilience.
- Apply their skills and knowledge consistently and fluently.
- Explain and reason using accurate vocabulary.
- Show curiosity and take responsibility for deepening their own learning by asking questions.
- Teach others what they have learnt in a sensitive and thoughtful way to enable them to learn too.

We recognise that a child will often show a particular gift or talent in specific subjects rather than across the whole curriculum and therefore in geography we are specifically looking for children who do this within the knowledge, skills and understanding in geography. It may be that a Greater Depth geographer receives support in other areas of the curriculum, for example and therefore in this subject can show greater confidence and will not require support.

Because we teach using the teaching for mastery approach, we expect all pupils to meet the objective to a greater or lesser extent (some will require support to do this), with all children being exposed to aspects of greater depth learning and some children able to prove they've learnt at greater depth about a specific objective.

How are staff skilled to teach in geography?

Whole staff training takes account of training in curriculum drivers such as metacognition, retrieval, growth mindset, vocabulary building, oracy, reading, teaching for mastery and how to support and challenge.

Training specific to geography tends to be offered in response to staff needs and is based upon staff audits. It is delivered in groups or 1:1. Subject leadership time is given for this to take place. The geography subject leaders delivers staff meetings and INSET training and subject leadership time is given to carefully plan for this.

Geography staff meeting time has been allocated and this is a chance for the subject leader to share their passion with others to inspire the staff team in geography. In addition, staff are offered 1-1 CPD as required on Digimaps and regular updates from the provider are shared so that teachers are aware of the latest developments and opportunities it provides.



Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact that our geography curriculum has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.

To assess how a child's journey to becoming a geographer is progressing, we use a range of assessment methods to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey.

Our vision for geography is that each and every child sees themselves as a geographer. To do this, we use our progression documents which consider what knowledge, skills, vocabulary and understanding a child should have at assessment points throughout their St Gregory's journey to becoming a geographer. For geography these formal assessment points are twice a year.

To reflect on the impact that the geography curriculum is having on each child, we use both qualitative and quantitative means including:

- Teachers evaluate children's knowledge, understanding and learning characteristics through a range of informal and formal means. This informs the further implementation of the curriculum. Foundation subjects are formally assessed twice a year against broad threads from the National Curriculum. These are input into our in house tracker as a broad judgement against the assessment points on the progression documents. This is detailed further in our [assessment, recording, reporting and tracking \(ARRT\) policy](#) and uses observations of practice, work in books, pupil conversations, low stakes testing to make judgements. These judgements are moderated twice a year across the year group during PPA time before data is locked for analysis. Subject leaders are available to support with this and cross phase moderation takes place upon request of the subject leader when analysis has been undertaken and if the need requires it.
- Data in its widest sense forms the strategic direction of each subject. This is detailed in our [subject leader guidance](#) booklet. It helps us to identify areas of strength and areas for development within our subject curriculum and wider curriculum so that CPD can be put in place, support can be structured and gaps can be identified. This also allows for us to identify whether there are particular groups of pupils who have similar strengths and areas for development so that whole school practice can be altered in response to emerging trends and ensure that our curriculum offer continually meets the needs of our pupils.
- We strive for every child to see themselves as a geographer and be able to talk about the skills and knowledge they have that would help them in that role both now and in the future. They can make links with their learning both within the geography curriculum and across the wider curriculum.
- Children are self-regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies. All of these help them to apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves.



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- Children are righteous citizens who have high ambitions for themselves, are economically active and give to society in a variety of ways. They value the gifts and talents that everyone brings to the diverse local and global community in which they live. They recognise ways that they can challenge social injustice and are empowered to do this both now and in the future.

Subject leader time is allocated to allow for this monitoring of impact to take place throughout the year. The school leadership team receive headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about geography at many levels.