

Geography

'Geography explains the past, illuminates the present and prepares us for the future.'

Michael Palin

Intent

At St Katharine's we believe that Geography helps to provide answers to questions about the natural and human aspects of the world. Throughout the school, we have wide-ranging and rich opportunities for the children to engage with the Geography around them, including opportunities to experience Geographical learning through hands on field work. Children are inspired to be global explorers and custodians of the world we live in. Our intent, when teaching geography, is to inspire in children an awe and wonder of the world we live in and people within it. We aim to encourage the children's interest and understanding of diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes.

Implementation

Geography is taught as part of our Blocked Curriculum (*Science, History, Geography, Art and Design Technology*). Each year group will have two blocks of geography learning (3 weeks per block) each year. Using our mapped overview plans, teachers plan a sequence of lessons across the block clearly setting out what is to be learnt and how each lesson builds on the one before it. Because we teach in mixed classes, we operate a Year A/B plan to ensure that curriculum content is not repeated. Teachers are skilled at matching the learning to the children in their care. Using carefully written knowledge and skills maps (*Chris Quigley milestones*) we can plan to meet the needs of each year group albeit that their learning is organised under the same theme.

Knowledge Organisers, written to accompany the block of learning, are shared with parents and children at the start of a unit of teaching.

Employing strategies that are low stakes and low threat, such the use of quizzes and mini tests, teachers seek to ensure that knowledge is retained, returning also to previous knowledge to help children commit what they have learnt to long term memory.

Geography teaching will include, wherever relevant, the opportunity to have hands on, field work, experiences out of the classroom in both the local environment and beyond.

Our blocked curriculum overview document sets out the blocks of learning across each year and across the school. This document shows, where relevant, how Geography blocks may at times complement the learning in other areas. At other times Geography sits as a discreet subject for its own sake. In addition to this we have written a Subject Journey which shows clearly how Geography themes are returned to and built on across Key Stages 1 and 2. Our knowledge and concepts map sets out the explicit content of each block of Geography learning, enabling staff to clearly see what came before and what comes next, building on previous learning, revisiting and deepening concepts as well as strengthening knowledge.

Impact

Children enjoy their learning in geography and across the curriculum. The children have an understanding and appreciation for their local area and the global context and interconnectedness of their local lives. Children can critically examine their own values and attitudes, recognise their responsibilities and contributions as citizens of their local area, country and wider global community. They can talk in detail using a range of geographical vocabulary about aspects of both human and physical Geography.

Geography

As part of a Multi Academy Trust we have worked on ensuring that there are good links with our Secondary colleagues and carried out cross phase meetings to share curriculum and expertise. The outcome of these cross-phase meetings has been to establish over-riding curriculum intent for all our children ages 3-18

Excalibur Curriculum Intent for Geography

Our pupils will develop a curiosity and respect for the natural world and a strong sense of life-long global citizenship. Our pupils will develop a strong understanding of location, place, culture and sustainability which we will secure through the teaching of high-level geographic skills and field skills, developed as a continuum of learning, as pupils move through school, from nursery to the time they leave sixth form.