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| **Our Geography Curriculum** | | |
| **INTENT** | | |
| At Priory Catholic Primary School, we aim that our pupils think and talk like geographers! Through our Geography curriculum we aim to develop both substantive and disciplinary knowledge and develop an understanding of how common concepts draw different aspects of the subject together. We intend to develop children’s curiosity and a fascination of the world and its people that will remain with them for the rest of their lives, igniting a passion for and commitment to the subject, with a real sense of curiosity to find out about the world and people who live there. The curriculum encourages children to investigate places and patterns whilst equipping them with the knowledge to be able to communicate geographically. Children will gain an extensive base of geographical knowledge. With careful links to our reading curriculum, vocabulary is also a priority. Pupils will learn the skills of understanding locational knowledge, place knowledge, human and physical geography and have opportunities to develop their geographical and fieldwork skills. We intend for our children to become passionate and knowledgeable about their local community and beyond, by learning through experiences in practical and fieldwork activities. | | |
| **IMPLEMENTATION** | | |
| To ensure high standards of teaching and learning in geography, we implement a curriculum that is coherent, sequenced and progressive throughout the whole school.  Each unit will start with a quality enquiry question to connect the learning which will be answered at the end of the unit.  The geography curriculum identifies sufficient breadth of content and ensures that pupils learn this in sufficient depth.  Pupils’ geographical education begins in the early years and builds year on year, developing pupils’ expertise.  The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning. Pupils are increasingly able to apply generalisations to understand the world around them.  • The progression of skills is tracked and progresses in each year group.  • Evidence of geography work will be shown in each child’s geography book.  • Locational knowledge and map work are woven throughout all geography topics.  • We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year..  • Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.  • Effective use of educational visits and visitors are planned, to enrich and enhance the pupil’s learning experiences within the geography curriculum  • Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed.  EYFS:  Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two. | | |
| Big picture and review | New geography learning is put into the context of the big picture of geography learning throughout school with regular reviews of immediate and previous learning. | |
| Pedagogy  ( based on Rosenshine’s  Principles) | * Daily review * Present new material using small steps * Ask questions * Provide models * Guide pupil practice | * Check for pupils understanding * Obtain a high success rate * Provide scaffolds for difficult tasks * Independent practice * Weekly and monthly review |
| Thinking and talking like a geographer | Being introduced to the key vocabulary that a geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils ‘talking’ like a geographer. | |
| Knowledge Organisers | Knowledge Organisers which summarise key facts and essential knowledge are used for each geography focus will be used for reference purposes and to support knowledge retention and reduce cognitive load.  Pupils will review, revise and quiz themselves using their knowledge organisers. | |
| Learning Wall | Learning walls throughout the school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of geography and enable pupils to make links across the wider curriculum. | |
| Subject Specific Vocabulary | Identified through knowledge organisers and learning wall and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes. | |
| Assessment for Learning | * .Regular quizzes will be used to assess the children’s understanding and retention of knowledge and inform next steps. | |
| Learning Environment | * The Learning Wall will include key vocabulary as well as other related resources. * There will also be images and questions to inspire and promote curiosity and discussion about the theme being studied. | |
| **IMPACT** | | |
| The geography curriculum will ensure that all our children at Priory will have a coherent knowledge and understanding of the world by the time they leave Year 6 and that they have achieved Age Related Expectations (ARE).  The impact of this curriculum design will lead to the children of Priory Catholic Primary School making progress over time across key stages relative to a child’s individual starting point and their progression of skills. Our geography curriculum will lead pupils to be enthusiastic geography learners, evidenced in a range of ways, including pupil voice and their work which is evidenced in their topic work books.  Furthermore, it will also ensure that pupils are equipped with geographical skills and knowledge to enable them to thrive in Key Stage 3 and beyond. | | |