

## Geography Curriculum Statement

### Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

More specifically, this means we aim to:



### Intent

At St. Catherine's, we combine the curriculum subjects of Geography and History, making effective links to cover the knowledge and skills required to meet the aims of the national curriculum in an interesting, engaging and purposeful manner. We intend to develop children's curiosity and a fascination of their local community, their country, the wider world and its people. Our content allows for a broad and in-depth understanding of the four areas of geography identified in the curriculum (locational knowledge; human and physical geography; place knowledge; geographical skills and fieldwork). The children's learning offers a range of opportunities for investigating places around the world as well as physical and human processes. Lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other

cultures. Geography teaching also motivates children to find out more about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Children at St. Catherine's learn about their local areas of Didsbury and Manchester and compare life with that of other regions in our country and in other areas of the world. As part of their learning, they develop their ability to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. As part of our annual Spanish Exchange programme, children in Upper Key Stage Two also learn about Nigran, Spain in detail and make comparisons with Manchester in a range of different ways.

### **Implementation**

Geography is often taught in a cross-curricular manner with History, when purposeful links can be made, and is taught through the framework of the 2014 National Curriculum. Geography planning is linked to the school's Geography key objectives for each year group, forming the school's age-related expectations. The curriculum is designed so that it is ambitious for all learning and key objectives are clearly outlined for each year group in a progressive way to ensure knowledge, skills and understanding are built on and extended, year upon year (for example, a thread of learning: Year 2 - I can name the capital cities of the United Kingdom; Year 3 - I can name the capital cities of six European countries; Year 5 - I can name and locate the capital cities of neighbouring European countries).

Knowledge organisers detail the key learning points of the topic, as well as important knowledge from previous learning in the school to help ensure knowledge, skills and understanding are built on and extended. This also provides a useful tool that children can use throughout the topic to re-cap previous and current learning, to ensure effective progression.

Pre-learning and post-learning exercises are used in a variety of forms to assess prior and current learning. Pre-learning tasks are used to inform planning, again to ensure proper progression and to build upon prior learning. Post-learning tasks, often used at the end of a topic but also in forms within a topic, help to inform next steps and to assess knowledge, skills and understanding gained. Pre- and post-learning tasks, as well as formative assessment opportunities within topics, determine children's understanding and inform planning. These opportunities take a variety of forms, including debates, quizzes, leaflets, presentations, etc.

Long-term and medium-term planning, learning intentions ('Can I...?' statements) and challenge questions develop a greater depth of understanding and critical thinking, as well as linking in other curriculum areas, where purposeful.

Educational visits are a key feature of our geographical skills and enquiry planning. The school plans a range of trips to enrich the curriculum, making meaningful cross-curricular links. A programme of trips is being developed to allow for progressive geography field work.

Geography is often linked purposefully with History to form a topic focus for the half-term/term but we also make further meaningful curriculum links.

### **Impact**

We believe that the impact of Geography learning at St. Catherine's is that learning is loved by teaching staff and pupils across the school and that this love of learning stimulates children to become life-long learners and have an awareness and curiosity of the world around them. It also helps to achieve our school vision through shaping the whole child with their progressing knowledge, skills and understanding and helps all children to strive for excellence through being encouraged, enthused and challenged.

O Track curriculum tracker is used to record the progress that pupils make in terms of knowing more, remembering more and being able to do more at the end of each academic year. These judgements are made in relation to the key geography objectives set out for each year group. Our assessment records show if children are working towards age-related expectations, at the age-related expectations or exceeding age-related expectations.

These judgements will be quality-assured by subject leaders, using first-hand evidence of how pupils are progressing, drawing together evidence from pupil voice, observations of learning and tasks and book looks. These judgements will inform the curriculum and whether children are ready for the next stage of their education.

Through our geography learning and cross-curricular links with other subjects, children will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. Children will also develop a range of skills that are transferable to other curriculum areas, particularly Science, Mathematics and English. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become confident in competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate and present geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.