



R = Encourage Resilience and Perseverance



A = Develop Articulate Learners.



I = Influence Aspirations



N = Nurture Curiosity



B = Instil British and Christian Values



O = Provide Opportunities to build upon knowledge and skills



W = Wellbeing and Health



INTENT STATEMENT

The intention of our Geography curriculum is for our children to have a curiosity and fascination about God's world, weaving together important geographical themes with place studies across the world and through interesting case studies.

Beginning on a local and national scale before broadening to an understanding of carefully selected diverse places, people and resources spanning the globe, this fundamental knowledge centres around a growing locational framework that is progressively built upon through a deepening understanding of Human and Physical Geography alongside the application of key geographical concepts throughout all units.

By the end of KS2, our children will begin to appreciate the influence of both humans and movement of people, enabling them to become geographically aware of the world around them today. We strive for our children to be environmentally sustainable, 21st century citizens, that can begin to appreciate our ever-changing world—something our children will take with them for the rest of their lives.



INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED

Beginning in EYFS with the study of Learning Enquiries, focussed upon our 'Local Area' before introducing 'Our Local Community', 'Life in Our Country' and 'Life in Countries Around the World', learning builds upon children's interests while laying the foundations for further study within the discipline of Geography across school.

Then from Y1—Y6, we use the National Curriculum as a basis to continue to focus on the transferrable concepts of 'change, diversity and interaction.' With an understanding of these three concepts through our bespoke planning, supplemented by use of Opening Worlds curriculum resources in KS2, children will be able to begin to understand the changing nature of the world around them.

At each stage of study, knowledge is carefully considered across all topics, building systematically on a growing understanding of locational knowledge, in addition to an understanding of human and physical geography. Skills to apply knowledge are also considered with their progression across year groups. In KS2, Geography is taught weekly to ensure retention of knowledge with the content going beyond the expectations of the National Curriculum.

Throughout school, use of Geographical substantive milestones for key knowledge to be retained beyond the unit and to minimise 'gaps in learning' are provided—thus ensuring that all children truly know more and remember more.



VISION

Deepen children's understanding of the world in which we live and to be **naturally curious** of how things have been formed around them and how things change over time. For pupils to comprehend that Geography is a '**living**' subject that deals with the world around us and the 'here and now'

To know that the **world is a diverse place** with many opportunities for travel, beyond St Helens. To **influence aspirations** for travel and know our carefully selected places of study across the world, are accessible to everyone.



EYFS AS THE 'BEDROCK'

ELG - Understanding the world.

People, Culture and Communities - The Discipline of Geography.

Characteristics of Effective Learning.

- 1.) Engagement - Playing and Exploring.
- 2.) Motivation - Active Learning.
- 3.) Thinking - Creative and Critical Thinking.

Focus on 3 learning enquiries: 'Our Local Area', 'Life in Our Country' and 'Life in Countries Around the World'. Detail provided within EYFS knowledge planner.



CULTURAL CAPITAL

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society.

Through our Geography Curriculum we build cultural capital with:

Fieldwork opportunities within the local area and beyond.

Use of a wide range of high-quality maps to identify places in the world and understand their physical and human geography (including the impact humans have had).

Linking learning of other cultures and languages to their geographical location.



READING AS THE BEATING HEART

Incorporation of Reading within every Geography lesson as 'the beating heart.' Throughout our Geography lessons, storytelling is used to illustrate key ideas, explain key concepts and build schema. This is fundamental to the development of new knowledge, while engaging all pupils from the outset. Staff sharing and modelling their own relationship with the knowledge through storytelling and use of reading booklets ensures that reading remains at the 'beating heart' of our Geography Curriculum.

Geographical Reading Spine, including core and supporting texts alongside progressive sets of atlases across KS1.

Use of Opening World booklets across KS2.

Wider reading around the subject with books and literature from the schools library service.

Vital vocabulary (mapped out to have a mixture of tier 2 and tier 3 vocabulary) in all units of work.



CURRICULUM PROGRESSION

Substantive Geographical Themes Throughout Our Geography Curriculum:

Human Geography (Economic Activity and Trade / Population and Migration / Resources Settlements / Sustainability)	Physical Geography (Biomes / Landscapes and Processes / Natural Hazards / Oceans / Weather and Climate)
Locational Frameworks (Someone's knowledge of where places are and their orientation within those places is referred to as their locational framework. We each have a 'mental map' of the world around us at a range of scales both in absolute and relative terms).	

Three Geographical Concepts Underpinning Our Disciplinary Focus:

Change (over time)	Diversity (as variation over space)	Interaction
Think of a place you know. Everything in it is changing. The location may stay basically the same, but the living and non-living elements of that place come and go. Some stay for only a few moments, others stay in that location for years, but the particular combination of living and non-living things is constantly altering. Settlements, landscapes, biomes and economies are all in a constant state of change. Geographers are interested in the nature, cause and extent of that change, from the past to the present and into the future.	As we move from one place to another, some things stay the same and others are different. In other words, we make sense of geographical phenomena through a constant process of comparison. Diversity in geography is broader than cultural diversity. Diversity in this sense includes variation in physical and human environments. Geographers are interested in diversity within and between places (countries, farms, settlements, rainforests, oceans, regions).	The world is full of links and connections. Think of the way that the place you're in is linked to other places through communications, trade, physical processes and atmospheric cycles. Ecosystems, climate systems and the water cycle are made up of stores and flows. We can study interactions in three contexts: between the human and physical worlds (such as the effects of coastal erosion on a coastal settlement); within the human world (such as trade); and within the physical world (such as food chains in an ecosystem).



PEDAGOGICAL APPROACH TO TEACHING AND LEARNING

As opposed to strategies in their own right (with the exception of Storytelling), each of our ten teaching techniques are used to support staff understanding and elicit improved pupil responses.

Pre-teach key vocabulary 	Storytelling 	High-quality teacher talk 	Choral Response (MTYT/TTTP) 	Questioning + Rephrasing  If it's worth asking, it's worth answering.
Secure Fluency (Fluency = Accuracy + Speed) 	Core Knowledge 	Secure pace 	Avoid guessing games 	Assessment  Quick, short, burst and frequent.



STAFF CPD (LINKED TO GOOD PRACTICE)

Collaborative approach to planning across the partnership.

LDST networking on Geography curriculum including with 'School Improvement Liverpool' curriculum updates.

Opening Worlds Curriculum training for all staff.

Teaching staff trained in the use of Digimaps.

EYFS Geography Training with David Weatherly.

Ongoing coaching cycles to develop teaching and learning pedagogy.



APPROACH TO ASSESSMENT

Ongoing formative assessment throughout all levels supported by ten teaching techniques.

Retrieval based learning techniques every lesson with three formally evidenced per topic.

Synoptic task as the end of each unit alongside a mid-topic quiz.

Report generated termly by subject leader with opportunities for collaboration and moderation of judgements. Also subject monitoring and next steps provided.



MEETING THE NEEDS OF ALL LEARNERS

Our curriculum design allows children to improve their own metacognition and access the lesson at their level. Children are encouraged to deepen their own understanding with use of adaptive teaching techniques to ensure that all children are able to access the learning.

Pupils are given additional support within lessons dependent on their individual needs. Pre-teaching and interventions also take place to support the retention of 'Geographical Milestones' for all learners.

The 'milestone knowledge' is the pre-determined essential knowledge that children require to progress to the next stage of their learning.



OUR IMPACT

The Impact of our Geography Curriculum is:

Children are engaged within Geography lessons and curious to discover, learn and remember more. They have high aspirations to travel and explore the world.

Work is of a high quality, demonstrating how pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Pupil's work demonstrates that Geography is taught at an age-appropriate standard across each year group with opportunities planned in to engage all pupils and build upon existing knowledge and skills. Children are routinely encouraged to 'Think like a Geographer'.

Our Children are inquisitive young learners and citizens who choose to understand global environmental issues and seek to make a personal difference in protecting and shaping the world we share. They are responsible global citizens, who have a solid understanding of place, and appreciate and respect the diverse cultures and traditions of our world in line with our British and Christian Values.



SUBJECT PRIORITIES AND ASSEMENT DATA

Talk to the Subject Leader about their priorities for this year and up-to-date assessment data.