



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



At Our Lady and
St. Hubert's, home,
school and parish
work together,
knowing that God is
with us in all we do.

Geography

Guidance and Procedures

Intent

Geography will inspire pupils' curiosity and fascination about the world around them and its people, and has the power to keep on inspiring them for the rest of their lives. Through this curriculum, we will equip pupils with 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. We have created a curriculum that enables children to retain key substantive knowledge that is progressive in its design. Through its progression in disciplinary knowledge, our curriculum will allow children to develop their understanding of asking questions; analysing and communicating the information they find and evaluating and debating their conclusions. Disciplinary knowledge deeply connected with our school 6Cs. In order to achieve this intent, we also recognise the importance of planned enrichment experiences that will develop schema and deepen understanding.

It is essential that pupils develop a meaningful understanding of location and place, including that of their local area. We will deliver a curriculum that:

- Inspires curiosity and fascination about the world and its people.
- Equips children with an understanding of diverse places, people, resources and environments.
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments.
- Develops an understanding that the Earth's physical features are interconnected and change over time.
- Encourages exploration of their own environment and supports children to make connections between their local surroundings and that of contrasting settlements.
- Systematically develops the disciplinary knowledge of: asking enquiry questions, collecting, analysing and interpreting data through fieldwork; interpreting maps, diagrams, globes and aerial photographs; communicating geographical information in a variety of ways, evaluating and debating ideas and the impact of processes, phenomena and humans on the world.

Implementation

In order to achieve the aims set out in our geography intent statement, we have carefully planned a curriculum that is progressive, allowing knowledge to be built upon, developing deep understand and schema within our children. Knowledge within Geography can be split into two key areas: substantive knowledge and disciplinary knowledge.

Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the geography National Curriculum. It is the 'know what' and 'know how' of geography. This can be divided into Declarative knowledge ('know what') and procedural knowledge ('know how'). Declarative knowledge includes: locational knowledge, place knowledge, and human and physical processes - i.e. they are the facts of geography that can be declared. Declarative knowledge enables pupils to 'know like a geographer'. The fourth substantive knowledge strand of the National Curriculum is 'Geographical skills and fieldwork', which can be termed procedural knowledge - 'knowing how to do geography' (e.g. knowing how to draw a map; knowing how to conduct a survey; knowing how to measure rainfall).

Disciplinary knowledge considers how substantive knowledge originates, is debated and is revised - i.e. how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we

know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways that geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised. In other words, disciplinary knowledge is about understanding how to think about and find out about the world geographically. Disciplinary knowledge enables one to 'think like a geographer'.

These areas of knowledge have been broken down further into key 'golden strands'. For instance *Physical Geography* is broken down further into the 'golden strands' of *Weather and Climate*, and *Physical Features and Processes*. Our progression of knowledge (found below) sets out the key objectives for each year group within these 'golden strands'.

Geography is taught on a regular basis (half termly) with key knowledge being retrieved regularly in order to commit this knowledge to long term memory. Staff will also seek opportunities within their lessons to enrich them further with visits to the local area, within school and sometimes further afield such as to the beach. We recognise the importance of these enrichment opportunities in not only developing children's schema, but also in allowing children to develop key fieldwork and disciplinary knowledge.

Impact

Through our Geography curriculum, not only will children have developed their understanding of the world – knowledge set out by the National Curriculum and our progression document, but they will have also developed a fascination for their world and the role of humans within it. Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them, including their impact on the environment around them - both positive and negative. This will form the basis of their understanding of their place in the world, their role as a citizen and their responsibility to our world. They will be excited about the multitude of cultures in our world and enjoy exploring a variety of its towns, cities and countries. By the time pupils leave our school, they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- They will have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Be fluent in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of subject matter.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Role of the Subject Leader

In leading Geography, it is the role of the Subject Leader:

- ❖ To know what proportion of pupils attain at, and above age related expectations in Geography.
- ❖ To know the attainment of SEN and Pupil Premium pupils, ensuring the correct support is given.
- ❖ To review changes to the National Curriculum requirements and advise on their implementation.
- ❖ To attend CPD courses and share knowledge learnt with teaching staff.
- ❖ To arrange staff meetings, when needed, to develop teaching staff's subject knowledge of the Geography curriculum.
- ❖ To carry out audits of the school's Geography resources, and operate an efficient storage and rota system for these resources to ensure that our children can learn effectively in and through Geography.
- ❖ To ensure teaching staff are regularly assessing their children.
- ❖ To monitor the learning and teaching in Geography and provide support for staff when necessary.
- ❖ To take a lead role in organising events linking to Geography in school.

Curriculum planning

| Focus | | | | | | |
|--|---|--|---|--|---|---|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Seasons UW – immediate environment features | Forests Weather Fieldwork | Gambia Comparison | The Earth Tectonic plates Locating countries | Coastal Erosion Erosion | Rivers Fieldwork | The Amazon Rainforest Biomes, fairtrade, trade links |
| Looking after our world | Recycling Oceans, UK | Biodiversity and climate | Farming Industries, distribution of natural resources | Energy Distribution of natural resources | Mountains – Sustainable Tourism? Sustainability – plastic/litter on Everest | Protecting the worlds biomes Sustainability and fieldwork |
| My place in the world UW – similarities between places | Our Community Fieldwork of local area | The Seaside Human and physical features Fieldwork | Rural and Urban life Local study | France Comparison | Climate Change Local Study | Oldbury life – who are we? Land use, counties, constituencies |

Children at St. Hubert's learn through a thematic curriculum, with the teaching and learning of Geography enabling children to explore their new topic and to build on their understanding of the world around them. The theme is changed each half term to ensure children are exposed to many different Geographical topics throughout. The six key themes are: A Moment in Time, A Wonderful World, Peace and Conflict, Nurturing Nature, Continuity and Change and Our Place in the World. The Geography National Curriculum 2014 objectives have been matched to each the key themes. This allows for full coverage throughout the year.

National Curriculum Objectives:

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- ❖ name and locate the world's seven continents and five oceans
- ❖ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- ❖ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- ❖ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ❖ use basic geographical vocabulary to refer to:
 - ☒ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - ☒ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- ❖ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ❖ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ❖ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ❖ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- ❖ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ❖ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ❖ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- ❖ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- ❖ describe and understand key aspects of:
 - ☒ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - ☒ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- ❖ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ❖ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ❖ 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.

Geography Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. Children learn best when the learning environment is ordered and they feel safe; any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. The school's policy for visits and fieldwork will be adhered to for all trips in line with the Offsite Activities and Onsite Adventures Policy 2020.

Throughout their time as school, children have opportunities to explore the local area, such as the school site and the River Rea, as well as further afield such as Weston-super-Mare.

6Cs

To succeed in the 21st century, we understand that the children need to be taught- and have time to develop- key learning behaviours that have, in the past, not been catered for in the National Curriculum. We have adapted our curriculum to include the '6Cs of 21st Century learning', which are; creativity, character, citizenship, critical thinking, collaboration and communication.

In Geography, the 6Cs will be evident as shown below:

| The 6Cs and Geography | | |
|---|--|--|
| How our 6Cs will be evident through our Geography curriculum | | |
| Character | Citizenship | Communication |
| Children will build on their knowledge of the world around them, through investigations and exploration. Posing their own enquiry questions will help to develop children's independent learning. | Through Geography, children will really develop their sense of citizenship through exploration of the world around them. Children will learn about both human and physical geography and how these features impact those who live there. | Once children have collaborated in their creativity to find solutions to local, global or environmental issues, children should present their findings to relevant bodies. This may be important people in school or officials in town planning, depending on the nature of the project. |
| Collaboration | Creativity | Critical thinking |
| Children will have many opportunities to collaborate through Geography. This may be through map investigations, using technology to research places or cultures or presenting information to others about what they have learnt about a place- both near and far. | When investigating places around the world, as well as places closer to home, children will be given opportunities to identify problems facing residents, animals or the environment and try to find effective solutions. | Children will investigate the world we live in, focusing on how places are similar or different to the UK and asking why that is. They will evaluate sources of information and evaluate its accuracy including primary sources of evidence. |

Assessment

Children are assessed against the statements in the Geography Knowledge Progression document. This supports teachers to identify key areas which children may be struggling with. This might be within Substantive Knowledge (Declarative and Procedural) and Disciplinary Knowledge. All teachers are expected to regularly assess against the progression statements – termly as a minimum.

The Geography Subject Leader will also conduct monitoring through pupil voice, staff voice, book looks and checks on planning. This will help to ensure that children are engaged, staff are confident and that all statements are covered. Attainment in Geography is reported to parents through parents' evenings and end of year/term reports.

SEND, Pupil Premium and Inclusion for all

All children should have the opportunity to develop and progress in Geography lessons at OLSH.

Teachers are encouraged to think about:

- ❖ Planning more opportunities for group work/paired work in order for all children to have the chance to discuss, feedback and learn from one another.
- ❖ Differentiating lessons/activities, where necessary, to allow all children to work at their own ability level and access the curriculum, including extending the most able.
- ❖ Any special resources/equipment/ICT that will allow children to access the Geography curriculum more effectively and more practically/visually e.g. Google Earth instead of atlas work.
- ❖ The role of support staff.
- ❖ Reporting to the SENCO where appropriate.

Some pupils will be identified as working well above the level of others in their class and show an aptitude and/or interest in the subject. These pupils should be monitored and then conversations between class teacher and subject leader at the end of the year will determine whether these children meet the requirements to be assessed at Secure +. Extension opportunities should be provided for these pupils challenging their Geography knowledge and incorporating deeper thinking tasks, using the 6Cs to facilitate this.

For children working below age related expectations, and those with SEND, tasks should be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught and word banks and visual cues can be provided. Activities should reinforce children's understanding of the subject.

We enable pupils to have access to the full range of activities involved in learning Geography. Where children are to participate in activities outside the classroom, for example, a field trip, a risk assessment is carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.