

Geography at St James CE Primary School



Intent

At St James CE Primary School, our geography provision aims to create excitement, creativity, compassion and deep thinking about the world our pupils live in. It also aims to develop an appreciation of the natural world, beyond what our pupils will usually have experienced. The main aim of teaching and learning within geography is to inspire the children with a fascination about the world and its people. Teaching should allow the children to understand and respect the differences between a wide range of people and environments. The children will cover both human and physical geography and the relationship between the two.

Curriculum

Knowledge/Skill development:

- Geographical enquiry
- Physical geography
- Human geography
- Place and locational knowledge
- Geographical skills and fieldwork
- Map skills

Concept development: place, space, scale, environmental impact, interconnections, cultural awareness

Sequencing of content:

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units, leading to increased world knowledge and deepening of substantive concepts. Local geography is heavily considered.

Each year group has a focus on sustainability to support children's understanding of our impact on our surroundings.

Implementation

How is it taught?

- Reading for knowledge is key.
- Teachers deliver the geography curriculum through stand alone lessons
- Teachers have an overview of the Geography content they should be covering every half term. This overview shows progression through the year groups and how prior learning and future learning is built upon.
- Geography vocabulary is taught and shared/ displayed in each classroom for pupils to access and use.
- Pupils have access to maps and atlases during lessons to support their learning and sense of place.
- Pupils are given opportunities to go on trips and have experiences linked to their topics.

Support:

Visuals and diagrams to be used to support children with conceptual understanding.

Scaffolding using a range of resources—including books, objects, maps etc.

Pre-read at the start of the lesson to introduce the theme of the lesson and provide pre-requisite knowledge.

Retrieval quizzes to recap previously taught content.

Impact

How do we know our children have learnt more and remembered more?

Each unit has an enquiry question which is the basis for assessment. Children are expected to showcase learning by answering this as a final outcome.

Ongoing assessment within lessons through questioning and probing of knowledge.

Retrieval practice: Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.

End of unit assessments.

Teacher assessment related to core content/ knowledge gained at the end of each unit.

All the assessment information gathered is used by teachers to support future learning. This may be threaded into daily retrieval practice or built upon in future units of work.

What are we aiming for?

As geographers, our children should be able to –

- Think critically
- Compare places and cultures
- Appreciate their impact on the world and how they can be an exceptional global citizen. This will be a key focus when classes come to their 'sustainability unit'.