

Geography Curriculum

Intent, Implementation and Impact



At St Thomas More Primary School we value each child as an individual with a unique potential for learning. We strive to be an inclusive community where children grow, learn and achieve together in the presence of God. With a culture of equality we aim to ensure that every child believes in themselves and are empowered to aim high.

Intent	Implementation	Impact
<p>At St Thomas More Catholic Primary School, we are Geographers! We want our children to love geography! We want them to have no limits to what their ambitions are and grow up wanting to be conservationists, town planners, weather forecasters or cartographers.</p> <p>Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through Geography our pupils will develop: a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world underpinned by our values: Unity, Humility, Respect, Determination, and Fairness. These are our key drivers within our whole school curriculum and we expect the best from everyone.</p> <p>We use Geography to ensure pupils gain knowledge about where they live. They will learn the importance of looking after their local area, other areas in the world and the planet.</p>	<p>Geography at St Thomas More is taught in termly units on a one-year cycle. We have used Pearson to support the development of our long term plan and to ensure that the National Curriculum is covered and sequenced to provide progression of knowledge and skills, allowing pupils to build on a firm foundation in future years.</p> <p><u>Lesson approach and teaching methods.</u></p> <p>At St Thomas More we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Through careful planned lessons children develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.</p> <p>Every unit is framed within a Big Question. Each lesson builds towards pupils being able to apply their knowledge to answering the Big Question at the end of the unit. Pupils may present their learning in a variety of ways, such as double-page spreads, presentations, using ICT, posters, leaflets and other written responses.</p> <p>Each lesson is taught in one hour sessions. To ensure consistency, every lesson begins with a 'flashback' to retrieve previous learning. This could be a short quiz, mind-map, true or false activity or verbal presentation using sentence stems. This enables pupils to know more and remember more.</p> <p>Knowledge organisers are used for every unit, containing the key vocabulary and objectives which pupils refer to every lesson. Key vocabulary is also displayed on the working wall in classrooms.</p> <p>Reading is at the heart of our curriculum and opportunities for pupils to read in Geography lessons are prioritised to help them learn more and remember more.</p> <p>We have invested in high- quality non-fiction and fiction books to support learning and to enable pupils to apply reading skills across subjects. For example, in Year 4, pupils read</p>	<p>Through pupil voice, monitoring of books and assessment, the impact of our Geography curriculum is that pupils are enthusiastic about their learning and are making good progress through the curriculum. They demonstrate an increasing awareness, knowledge and empathy about environmental problems in local and global areas.</p> <p>Our Geography Curriculum is age appropriate, well thought out and is planned to demonstrate progression across these areas: Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical skills and Field work.</p> <p>Pupils leave primary school ready for the next stage of their learning with secure fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation in future years.</p>

<p>We are passionate that our pupils are taught things, which free them to think and act more powerfully in their lives.</p> <p>Our pupils will know and understand the geographical and demographic of their community, celebrating their local community, developing unity; challenging stereotypes that may exist about places and cultures; valuing and respecting communities.</p> <p>Our Geography curriculum is progressive throughout the whole school and covers the knowledge and skills stated in the National Curriculum. The geographical skills and knowledge acquired will equip the children for the future.</p> <p>Through our high quality teaching we will develop the following skills and knowledge:</p> <ul style="list-style-type: none"> • A secure knowledge of where places are in Britain and the wider world • An extensive geographical knowledge and vocabulary • The ability to ask and answer geographical questions • Draw conclusions and explain their findings • Use a range of resources to gather information. 	<p>‘Coming to England’ by Floella Benjamin to support learning about migration. In Year 6, pupils read ‘Shackleton’s Journey’ to deepen their knowledge of the Antarctic and the geographical conditions in polar biomes.</p> <p>In addition to using high quality texts, we plan for field trips and visits, whilst developing their key skills such as: map reading, interpreting data, comparing, locating and scale. The local area is fully utilised to achieve the desired outcomes.</p> <p>As with any scheme, we have added value to the Pearson planning by adapting it to meet the needs of our pupils and making it relevant to our location. We have made it ‘Our St Thomas More Curriculum’ and gone beyond Pearson by providing more challenge and depth, taking into account pupil voice, monitoring of books and pupil progress and the need to include our Early Years Foundation Stage pupils within our long term planning.</p> <p>For example, in Year 5, the Fieldwork skills unit has been tailored to explore the proposal to build a new football stadium in Kidlington. This is a highly topical ‘real-life’ issue for our families and could have an impact on their future. Pupils will have opportunities for discussion, debate and conducting surveys and to take on the role as active young citizens with a voice in our community.</p> <p>Another example of how we have considered how to meet the needs of our pupils is to revisit the Year 1 Unit ‘Comparing Countries in the UK’ in Year 2. This allows consolidation of knowledge of countries and capital cities in the UK, before comparing the UK to a non-European country. Because we have families from Brazil in our school community, we chose this country to celebrate the diversity of our pupils and ignite their interest. Our Brazilian families are very proud of their culture and have been keen to come in and lead Brazilian cooking workshops with the pupils. In addition, it provides links to future learning in Year 5 when the South American continent is studied in more depth.</p> <p>To further support the implementation of our curriculum, we have developed our own skills ladders from Nursery through to Year 6. These documents are used to support assessment and to ensure that prior knowledge and skills are built on. They are also used to support planning and differentiation of learning for pupils with SEN so that they can access the learning at their starting point.</p> <p><u>Early Years</u></p> <p>The EYFS follows the specific area of learning 'Understanding the World'. Within this area of the curriculum children learn about the world around them as part of a holistic curriculum, through various topics and child-initiated interests. Children in EYFS work towards achieving the Early Learning Goals for 'People and Communities' and 'The World', both of which include opportunities for children to learn about contexts within their local community and compare and contrast these with other areas around the world. This</p>	
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includes opportunities to explore places that they have visited or where their families live, through celebrating a range of festivals and learning about the areas of the world where these festivals originate from. Much of the learning for this area is done through stories, songs and role play with links to other areas of learning also playing a big part.

The curriculum in Nursery and Reception has been planned to provide the foundations for future learning; for example, children are first introduced to the concept of weather and climate in their topic 'The Big Freeze.' This is built on in Year 1 when children study 'Weather and Fieldwork Skills' and in Year 2 when they learn about the Arctic in the unit 'Hot and Cold Places. In Year 6, children's knowledge of climate is developed further when they learn about biomes and focus on the Arctic and Antarctic and the impact that humans have had on biomes.

The concept of migration begins in Nursery, with pupils learning about different types of travel in 'On the Move.' We have a high proportion of families with EAL who have relocated to Kidlington and as part of the continuous provision in Early Years, pupils show on a large map where their home countries are. When children are in Year 3 they are also introduced to the term 'settlement' and they explore what affects where people decide to live. In Year 4, migration is studied in detail where pupils utilise their knowledge of settlements to deepen their understanding of migration patterns. The units on Population and Globalisation studied in Year 6, draw on themes that have been explored throughout Key Stage 2, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge.

In order to allow for more breadth and depth, some topics in Upper Key Stage Two are taught over two terms. This enables pupils to carry out some of their own research and take their learning in a direction that interests them whilst applying their prior knowledge and skills and preparing them for future learning in secondary school where they will be required to become more independent.