



Great Marsden St. John's Primary - a Church of England Academy. Our Curriculum Statement for Geography.

Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

Our Mission

We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.

Ephesians 3

Our Values

LOVING God

LOVING Others

LOVING Ourselves

LOVING Learning

LOVING Life

At GMSJ we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our Geography curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

CURRICULUM INTENT

Our Geography Curriculum is broad and ambitious. It is built upon the National Curriculum coupled with defined development of cultural capital “the knowledge that children need to be effective citizens”. Where possible we expose the children to experiences they are unlikely to encounter in other parts of their lives. To achieve this we have a comprehensive and deep knowledge of our families and community that enables us to strategically plan life enrichment.

Our Geography Curriculum is well planned and sequenced, it contains the right knowledge in the right order, providing pupils with the building blocks of what they need to know and be able to do to succeed as geographers. The Geography Curriculum is a spiral curriculum (Jerome Bruner) where subject **big concepts, procedural and declarative knowledge** are reencountered throughout the child's life at GMSJ.

Procedural Knowledge refers to the knowledge of **how** to perform a specific skill or task, it is automatic. Examples of procedural knowledge in Geography are: knowing the compass points, naming the capital city of the UK and using an index in an atlas.

Declarative Knowledge involves “knowing that”. Recalling information from declarative memory involves some degree of conscious effort – information is consciously brought to mind. **It is the Who, what, where, when and why of learning.**

Examples in Geography: why volcanoes erupt, what the vegetation in a temperate climate is like and where the highest mountain in Europe is located.



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The two work together. For example children will use the index in an atlas to find out the declarative knowledge 'which countries does the river Nile flow through?'

Big concepts are complex and abstract, such as 'place', 'chronology' or 'grammar'. These **big concepts** hold declarative and procedural knowledge. They tie together geographical topics into a cohesive framework. Examples of big concepts in Geography are : place, scale, interdependence (how one thing relies upon another), physical and human features, environmental interaction and cultural understanding and diversity.

By encountering the same **big concept** over and over children gradually build understanding of them.

Our Geography Curriculum has a coherently planned assessment sequence to measure the impact of the curriculum on the outcomes achieved by children. Children should be building a body of knowledge that they are able to commit to long-term memory, draw from and build on. In Geography we assess progress at the end of each topic. We understand that the securing of procedural knowledge, especially use of an atlas and complex concepts such as comparing cultures and locations, will take longer and will be developed over a series of topics.

Our Geography Curriculum is inclusive. We have high expectations for all our children and all children access the full geography curriculum. An inclusive geography classroom should provide a positive teaching and learning environment to promote self-esteem and help students to understand and value diversity and challenge assumptions.

Our Geography Curriculum ensures that the Golden Thread runs through it as the scheme of work selected develops vocabulary, written outcomes and speaking and listening.

CURRICULUM IMPLEMENTATION.

How we implement our broad and ambitious Geography curriculum. From entry into school in EYFS, all children experience the Geography curriculum. Their curriculum is planned in order to meet the end of year expectations of the Early Learning Goals. The curriculum developed for Year 1 builds upon the experiences children have encountered in their first year of school.

We weave high quality activities which increase cultural capital throughout the Geography curriculum for example in Year 4 a river Study at Towneley Park in Burnley and in Year 5 a visit to the rainforest butterfly house at Williamson Park Lancaster.



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How we implement our well planned and sequenced Geography curriculum.

Big concepts are charted on the Geography **Curriculum Map**. This careful process ensures that geographical learning is sequenced to build upon prior knowledge.

This map also identifies which medium term planning resource must be used to inform short term planning. In Geography this is Oddizzi, with two units from Twinkl.

Each Geography topic states the number of hours that should be spent delivering that learning. Such rigour ensures that learning is focused and diverse.

The timetabling looks like this:

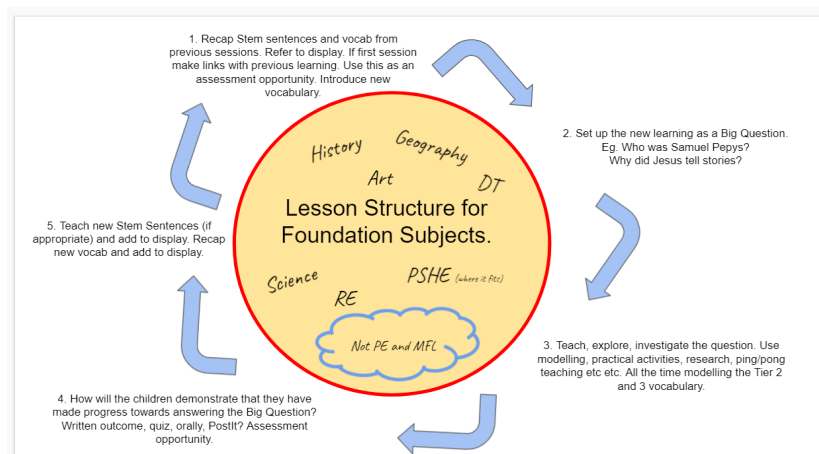
In EYFS the approach is flexible to suit the topic being covered plus the needs and interests of the children.

In KS1 and KS2 Each unit should take 12 sessions

1 afternoon = 2 sessions

6 full afternoons in total

For the majority of Geography **lessons a defined structure is in place**. This is not dictatorial however, it is expected to see some aspects of the outlined framework in each lesson.



In Geography **stem sentences** are utilised to hook learning into memory. They are a learning scaffold that can help students respond (orally and through writing) using complete sentences. For example in Geography - The capital city of England is London. The European Union is 27 of these countries which work together. The lines extending around the Earth horizontally are called lines of latitude.

Assessment sits at the heart of Geography teaching and learning at GMSJ. Minute by minute assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. It informs future teaching, identifies starting points and exposes gaps in procedural



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and declarative knowledge. Adults use a variety of strategies to obtain information. These strategies are not specified but a minimum use of 'hands up' is encouraged.

We want to assess the progress children make within a topic but also how their procedural knowledge has improved over time. To enable this, a spider diagram will be completed at the start of the themed learning where the child/ren record what they already know about this. This same spider diagram is revisited at the end of learning sequence and further annotated with what the child/ren knows/can do. Whilst marking this staff will annotate a simple assessment grid. Termly Pupil Conferences, which will facilitate book looks, will add to the overall assessment of Geography.

Children are taught to 'self assess' their learning. In Geography this will be related to how well children feel they have managed to answer the Big Question which was posed at the start of the lesson.

Marking and Feedback is a crucial aspect of assessment but this must be manageable. Verbal feedback, throughout the lesson, as children work towards answering the Big Question is vital in restearing, guiding and initiating an immediate response. It also provides evidence about current knowledge and skill development. For example, if a child is using an atlas to find a location using a 6 figure grid reference, but is confusing the latitude and longitude, a discussion will find the misconception and guide the child to overcoming it. In Geography marking of any written work should adhere to the marking symbols in the Marking and Feedback Policy. This ensures that standards of Literary work are consistent across the curriculum.

How we implement an inclusive Geography curriculum. Tasks, questioning and recording may be differentiated to aid inclusion. In very rare instances, a bespoke Geography topic might be delivered to meet the needs of an individual.

How we implement the Literacy Golden Thread through our Geography curriculum. In recognising that Literacy skills form an essential basis on which the rest of our curriculum is built, it is fed through the Geography curriculum.

The Golden Thread emphasises the teaching of vocabulary. We know that this is often a barrier for our children and therefore requires more input. Technical vocabulary that is essential for the understanding of Geography is taught and displayed in each classroom.

We know that access to books is sometimes an issue for our families. To this end we have well stocked classroom libraries so that the children can always read in school and Key Stage libraries which allow children to select books to take home. Books related to our Geography topics are available for children to access.



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CURRICULUM IMPACT

To measure the impact of the Geography curriculum at GMSJ we use qualitative and quantitative information.

What we measure:

- Pupils procedural and declarative knowledge across the curriculum.
- Pupil's progress from starting points.

How we measure:

- Reviewing and evaluating the start and end point spider diagrams.
- Pupil voice via pupil conferencing.
- Observation of teaching and learning.

Why we measure:

- To identify strengths in our Geography curriculum delivery and set goals for improvement.