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| Geography at St Ignatius  ***"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across our continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."***  Barrack Obama |  |
| ‘A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time’.  **(National curriculum programmes of study for geography)** | |
| **Intent**  From EYFS through to Year Six, our Geography curriculum aims to inspire a sense of curiosity in finding out about the world around them and the people who live there. We aim to create an environment that prompts the children to think critically and to connect strands of learning across all aspects of the curriculum. We want every child to be happy and enthusiastic learners of geography, and to be eager to achieve their very best in order to fulfil their God-given talents. We focus on developing children's core knowledge in geography, particularly their sense of place. This starts with understanding and exploring their immediate locality, building to nationwide and global scales. Children learn about a range of topics including Volcanoes, Rivers, Biomes and Climate Zones as well as depth studies into Local Geography, Ethiopia, a region in the Americas and Europe.  **Implementation**  **Fieldwork**  Fieldwork is an integral part of our curriculum and we use every opportunity to develop our fieldwork skills for example collecting data, creating surveys and taking measurements.  The children develop secure map skills through different activities and as well as regular OS maps and atlases, we also use digital mapping such as google earth, allowing the children to use maps of different scales and exploring different routes that can be taken from one place to another to demonstrate their understanding.  **Early Years**  Through continuous provision in Nursery and Reception children are inspired to be curious about the world around them. Understanding the world involves guiding children to make sense of their physical world and their community. Our Early Years practitioners guide the children through investigating and experiencing things as the children begin to make sense of their place in their school and in the wider world.  **Key stage 1**  In KS1 our children study units including ‘Where Do We Live?’ and ‘Continents and Oceans’. These units ensure that they cover the National Curriculum’s objectives for KS1 by the time they leave Year 2. The children also have the opportunity to take part in local area fieldwork. The children prepare maps ahead of the fieldwork and they follow the route to study the human features of their local area.    **Key stage 2**  In KS2 we are following the Opening Worlds Curriculum. This is a knowledge-rich programme for teaching history and geography in Years 3 to 6. The programme readily lends itself to cross curricular planning and has been developed by Christine Counsell and Steve Mastin, two leading curriculum minds in the UK.  Opening Worlds does more than merely meet the requirements of the National Curriculum for history and geography. Sequencing, and the inter-linking nature of both subjects, ensure that children are able to develop a rich, secure vocabulary by a careful system of 'revisiting' and practice.  Opening Worlds covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop this knowledge. Our diverse, culturally rich, wide-scoping and rigorous/coherent curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to storytelling and creativity are made to ensure children to engage and enthuse learners.  Many enhancement and enrichment activities are used throughout the curriculum to engage learners and create purposeful, high leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills.  **Impact**  The impact of the geography curriculum at St. Ignatius can be seen through:   * The evidence in children’s books and through pupil voice of the progress and attainment made in line with the National Curriculum. * Our children who demonstrate enthusiasm for the subject and can talk with confidence about geography. * Our children who demonstrate an understanding of a range of geographical vocabulary which can be applied confidently. * From Nursery through to Year Six our children will develop a desire to learn about the world they live in and understand the impact humans have on that world, both locally and globally enabling them to leave St. Ignatius equipped to become responsible citizens of that world.   **Assessment**  Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.  Formative assessment is used:   * Weekly in class during lessons to identify and address any misconceptions. * Through the flashback at the beginning of the lessons.   Summative assessment is used:   * At the end of each unit to assess progress and identify any gaps in learning that need to be addressed. | |