

# St Mary's CE Middle School – Curriculum Statement (Geography)

*Inspire today to shape tomorrow – Kindness, Fairness, Aspiration*



## **Intent**

Through a high-quality geography education, the geography curriculum at St Mary's seeks to Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives, preparing them well for both future learning and study in geography as well as any post education employment. The curriculum has been designed to be knowledge and content rich – as a result, pupils learn about and accumulate a vast, meaningful and diverse place and locational knowledge along with multiple examples of both human and physical geographical processes. This is complimented by meaningful fieldwork experiences in a local context. It is this that helps to build all pupils understanding of geography at St Mary's. Pupils arrive at St Marys having experienced a varied geographical education in their first schools, with this in mind, the curriculum model has been constructed and sequenced as a progression model and is such cumulatively sufficient in that it reflects teachers' careful thought about what is to be taught, the rationale for it, the sequencing of learning and the relationships between the forms of knowledge. With this in place, pupils are likely to know, remember and be able to do more. It builds on prior geographic knowledge and skills that pupils have acquired in their first schools. It equips pupils with the geographical skills and knowledge to succeed at GCSE and beyond as well as develop knowledge and skills that are transferable to other curriculum areas, and which can be used to promote their spiritual, moral, social and cultural development that are reflected in our schools seven core values. Geographical knowledge and skills are progressive and have been sequenced to provide an approach and framework that explains how the Earth's features at different scales are shaped, interconnected and change over time. Geographical knowledge and skills are interwoven from KS2 to KS3, and key concepts, themes, places and locations are revisited in greater depth and under different lenses as pupils progress through the school. As pupils progress through the school, they deepen their knowledge and understanding of the interaction between physical and human processes and the formation and use of landscapes and environments. The geography curriculum has been designed to contribute to the students cultural capital through the accumulation of geographical knowledge and skills, students will be able to think and communicate like geographers through the study of a curriculum that has been designed to ensure that the teaching equips pupils with the knowledge about diverse places, resources and natural and human environments, together with a deep understanding of the Earth's key human and physical processes. With this in mind, the curriculum is built around rigorous, challenging and intriguing fertile questions.

## **Implementation**

The geography curriculum at St Mary's is taught as a separate subject discipline from year 5 through to year 8 in units of work that each have a fertile question, the sequence of lessons in each unit provides the knowledge and skills necessary for pupils to be able to answer this fertile question. Each unit has a teacher planning sheet which identifies the key knowledge and skills to be taught in a coherent sequence, and how this links to previous and future learning along with key tier 2 and tier 3 vocabulary. Common pupil misconceptions are also identified so that teaching can be adapted to address these. Teachers have identified the key geographical knowledge and skills (substantive and

disciplinary) that is to be learnt by pupils, and this is mapped across the curriculum to ensure that both knowledge and skills are built progressively. The carefully chosen sequencing of the curriculum, allows all students to accumulate increasingly complex and rich substantive geographical knowledge as well as develop their geographic skills and ability to communicate (think, speak and write) like a geographer. Existing knowledge is checked and activated at the beginning of each curriculum unit, this ensures that teaching is informed by what pupils already know and can be built upon through developing existing schema. In the classroom, teachers of geography have and maintain high expectations this alongside their rich subject knowledge ensure that they are highly skilled in the delivery of both substantive and disciplinary geographical knowledge. Teacher pedagogy is evidence informed and always places pupil learning at its core. Pupils engage with and take part in lessons that contain activities and tasks have been designed and developed in collaboration as a departmental team with the aim of maximising pupil progress through them knowing more and being able to do more. For each sequence of learning, teachers have carefully planned and developed high quality questions that promote pupils to think hard, whilst also allow teachers to diagnose what knowledge is secure and any gaps or misconception pupils may have. The geography department is committed in ensuring that all pupils can access and achieve the intended curriculum goals. New and complex knowledge, ideas and concepts are taught in manageable chunks, and students are given opportunities to rehearse and practice using and applying this knowledge before being asked to recall it through any retrieval practice activity. Regular retrieval practice helps students to secure knowledge and develop secure schema, so that this knowledge can be activated to support new and future learning. Students are also encouraged to apply and link previous learning to new learning. Subject specific vocabulary is taught explicitly and then used regularly in lessons, to ensure that pupils are exposed and have regular opportunities to use and demonstrate this vocabulary in their work. The ongoing development and use of knowledge organisers have proven to be a useful tool to help all students when used effectively. High quality, up to date resources are used in lessons to aid and support pupils learning and teachers make of use high quality disciplinary literacy such as articles from the Geographical Association and the National Geographic as well as other sources to aid their teaching, develop subject specific vocabulary and generate discussions in class. Our curriculum helps to offer equal access as it includes different cultures through the study of place and locational knowledge along with global, environmental, social, political and economic issues. The curriculum challenges stereotypes and includes topical examples of global inequalities. In our teaching and learning we address discrimination against any of the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) which are integral to our delivery of the Geography curriculum. Cross curricular links and outcomes within the geography curriculum are specifically planned and identified. Strong links exist with both science and maths, for example, the presentation and interpretation of data.

## **Impact**

Curriculum impact: Success is a class who question the world, locally and globally, they have gained and developed skills and are becoming confident Geographers. Through a diverse, coherent, cohesive and progressive geography curriculum, pupils are given the opportunity to develop the geographical skills and knowledge, which allow them to become empathic, reflective and culturally aware problem solvers with an unwavering curiosity and fascination about our world. Work in pupils books, along with how pupils speak about geography demonstrates their acquisition of the identified locational knowledge, place knowledge, human and physical geography as well as a competency in the key skills

required to be a successful geographer. Many of our students go onto to study geography at GCSE at the upper school. By the time pupils leave St Mary's, as geographers they will be able to and have developed the following:

- \*An excellent locational knowledge and have developed 'sense of place'.
- \*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.
- \*Have and make use of an extensive base of geographical knowledge and vocabulary.
- \*Be fluent in complex, geographical enquiry and the ability to apply questioning skills and to use effective analytical and presentational techniques.
- \*Have the ability to reach clear geographical conclusions and develop a well-reasoned argument to explain findings.
- \*Be highly developed in and have frequently utilised fieldwork and other geographical skills and techniques to collect geographical data and information.
- \*Have the ability to express well-balanced opinions, rooted in excellent geographical knowledge and understanding about current and contemporary issues in society and the environment.
- \*Have developed a lifelong passion for and commitment to the subject of geography, and a real sense of curiosity to find out about the world and the people who live there.