

# Geography Subject Rationale

## LOVE, LEARN, SHINE.

*SHINE in the light and love of God.*

### Our Vision

#### LOVE

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

#### LEARN

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

#### SHINE

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

*'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.*

*Luke 8 V16.*

### Vision into Curriculum

#### ***Our vision translates directly into our curriculum in that:***

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness

### National Curriculum Aims and Purpose

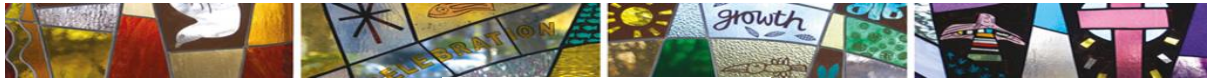
A well planned and effectively implemented curriculum begins with a sound and secure knowledge of the National Curriculum purpose and aims for the subject.

In Geography they are;

#### **National Curriculum Purpose**

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 children 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 Aims**

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Quality First Curriculum Implementation in Geography**

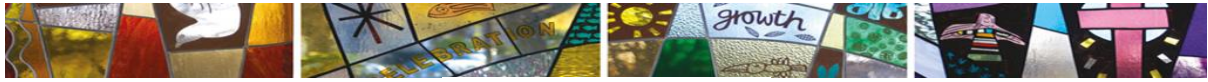
Quality first curriculum implementation in Geography supports children in becoming secure, and fluent in the identified agreed core knowledge and skills in Geography to enable them to develop their critical thinking about their place in the wider world. Fluency and security in core knowledge allows children to explore concepts in greater depth exploring and evaluating concepts and ideas. This then enables children to articulate informed responses about the world around them to connect, make sense of, and protect the world around them.

At St Peter's the journey to becoming historically literate begins in the Early Years. Our youngest children learn about Geography within the EYFS area of learning known as 'Understanding of the World'. The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old. These will be led by the children's interest and the 'here and how' gained from the observation, assessment and planning cycle. For instance, the theme 'All About Us' which develops an awareness of their place in the world.

By the time children reach the end of Year Six they will be securely geographically literate and working in line with age related national expectations. They will have experienced a number of trips, and a residential, to enhance their geographical understanding.

Our children will have a rich and deep knowledge of local, national and international Geography and will be able to use geographical thinking skills such as investigating, considering, reflecting and enquiring about the world.





They will apply their understanding of geographical location of places and their physical and human features, similarity and difference, cause and effect and significance to explain and interpret. They will develop an enquiring mind, understanding and tolerance and greater appreciation of the natural and human world and their place in it. Our children will enjoy asking and answering challenging questions about Geography and making links between themes they have studied. 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.

When investigating places and patterns, and communicating geographically, they will select from a range of geographical sources, using vocabulary confidently and accurately. They will be able to analyse and evaluate the sources of information they use.

### **SEND**

Wherever possible or appropriate children with SEND access geography along with their peers as we recognise the importance for all our children to access our curriculum in line with our curriculum design principles.

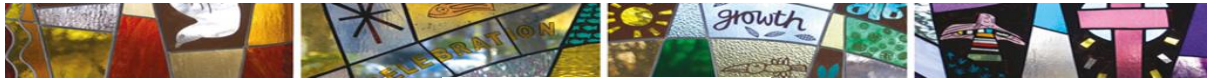
For some children with SEND, particularly those with high needs, access to geography is considered along with ensuring they have access to their personalised or adjusted curriculum. For example, enabling access to specialist programmes such as those advised by speech and language therapists, occupational therapy programmes or the SEN Hub. These programmes are timetabled to minimise the impact on the child's access to a broad and rich curriculum and do not impact on access to educational visits relating to geography. Typically, these programmes are identified in EHCPs and ILPs and curriculum adaptations are agreed with parents.

Higher attainers in this subject are challenged to ensure they become fluent with the core key concepts through additional questioning and prompts (and tasks where appropriate) which helps extend their verbal reasoning skills as well as supporting them to engage in creating, evaluating, and analysing, delving deeper into the subject content.

For children with SEND, access to the learning in geography lessons may need to be differentiated and scaffolded, whilst the planned, progressive curriculum content is retained. Children are supported to succeed through:

- Breaking down tasks into smaller chunks to achieve and prioritising understanding over task completion
- Giving sufficient time to process instructions, or adapted verbal or written instructions
- Wherever appropriate or possible, information is supported by pictorial or concrete cues. E.g. Use fieldwork and visits to develop pupils' understanding of different environments
- Scaffolded questions from adults and orally rehearsing thoughts with an adult
- Where appropriate or necessary, pre-teaching core vocabulary or concepts
- Resources that support reduced cognitive load. E.g. pre-written labels to match to geographical features.





For children with very high needs, they may require additional resources such as when learning about a different country the telling of a story/video that uses many props that act as sensory stimuli could be used. These tactile opportunities can allow for opportunities that increase student's understanding and engagement.

They are supported with additional teaching assistant time that is proportioned to enable children to succeed in this subject whilst promoting independence.

### **Essential Characteristics of Geography**

A feature of our curriculum design is the use of Essential Characteristics. These are the learning characteristics developed through the subject overtime. They act as a common thread between all the units studied in a subject and are developed from Early Years to Year 6.

In Geography they are;

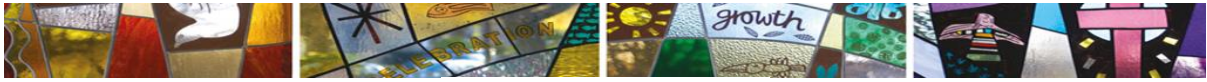
- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

### **Geography Threshold Concepts**

A further feature of our curriculum design are Threshold concepts.

Threshold concepts are the 'big ideas' that shape children's thinking within each subject. The same threshold concepts will be explored in every year group and children will systematically build their understanding of them. An important principle, is that exploring concepts will never be complete; children will continue to explore them for as long as they continue to study the subject.





In Geography they are;

1. Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

2. Investigate patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

3. Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

### **Knowledge in Geography**

Knowledge in Geography typically falls into two categories. Substantive knowledge concerns the key facts and concepts in a subject (e.g. name and locate the world's seven continents and five oceans). Disciplinary knowledge relates to the thought process and understand needed to explore and construct understanding within the subject (e.g. map skills and awareness of particular physical and human features. They will then be able to process and make human and physical links understanding the subject as a whole.)

### **Monitoring & Assessing Progress in Geography**

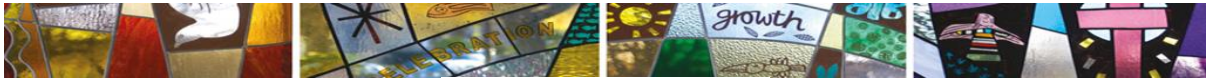
By progress, we mean children knowing and remembering more. The key question we ask is; *'has a child really gained the knowledge to understand the key knowledge and concepts'*.

Assessing children's progress is vital in order to establish their acquisition of knowledge and skills is building confidence and fluency in all subjects. At St Peter's learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age-related way of obtaining the children's prior knowledge. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher.

We track progress through teacher judgement, supplemented by frequent low stakes knowledge recalls (frequently in quiz format) and occasional formal tests to ensure knowledge is recalled and children are genuinely building upon secure prior knowledge.

In most subjects we are developing, knowledge organisers summarise key vocabulary (with agreed definitions), facts, and concepts. These clarify what has to be taught and are used as the basis of quizzes so that teachers can check the knowledge has been embedded.





In addition to assessing if children have secured the agreed key knowledge 'Milestones' related to the threshold concepts are used to assess children's understanding and progress. Systematic planning of opportunities to learn and practice the knowledge and skills of each milestone is built into each subject planning overview. A blocked approach to curriculum delivery including systematic structured opportunities for recall is currently being developed and implemented.

