Geography at Holy Name

Geography Curriculum Rationale

At Holy Name we are determined that every pupil will have the opportunity to be a geographer; we do not see background, needs or abilities as insurmountable barriers to learning. We want them to have no limits to what their ambitions are and grow up with the skills to be cartographers, town planners, conservationists or weather forecasters. We believe that all of our children are STARS with the potential to shine. The geography curriculum has been structured so that our children develop their geographical skills and knowledge (in line with National Curriculum milestones) by building upon prior learning. We want our children to remember their geography lessons in our school, reaching learning milestones at key points in their school life. We want them to retain knowledge of key facts and vocabulary so that they have a foundation for their continued school life and life beyond school.

Curriculum Intent

The geography curriculum promotes curiosity and a love of learning, it is broad and balanced, teaching **knowledge**, **skills** and **vocabulary** that are built upon as children progress through our school. The curriculum is rigorous and empowers our children to become independent and resilient – like all curriculum areas.

We want to equip our children with not only the minimum statutory requirements of the geography National Curriculum but to prepare them for the opportunities, responsibilities and experiences of life after Holy Name.

We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. These, and other British Values are placed at the heart of everything we do.

We enrich our pupils' time in our school with memorable experiences and provide opportunities which can be out of reach.

At Holy Name, our curriculum for geography aims to ensure that all pupils:

- 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, starting with local geography in early years and KS1
- 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) (Digimaps)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We have recently updated out Geography Curriculum to follow the 'Unity Curriculum' (CUSP) approach: Subject content and explicit vocabulary instruction are carefully mapped out to support 'thinking hard routines' such as questioning, chunking, sequencing, word paths, vocabulary instruction, double page spread, word connections and sentence stems which are all used to aid long term memory.

The CUSP Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge. Specific and associated geographical vocabulary is planned sequentially and cumulatively from year 1 to Year 6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3).
The CUSP Geography is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks.

Curriculum Implementation

Key Stage Narrative

KEY STAGE 1
The sequence in KS1 focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features. Later in KS1, children learn about the purpose and use of sketch maps as well as the key features they need to include. Map skills and fieldwork are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale.
Initially, children study the orientation of the world through acquiring and making locational sense of the 7 continents and 5 oceans of the world. They extend their knowledge and study the countries and capital cities of the United Kingdom, along with the oceans and seas that surround us. Further studies support retrieval; children revisit these locations with more complex and sophisticated tasks later in the school year. Enhanced provision in the classroom and use of maps, globes and atlases is essential to form coherent schemata around the big ideas that explain how we know where a place is, and how to locate it. For young children, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms.
Throughout KS1, pupils enhance their locational knowledge by studying and identifying human and physical features of places. To deepen this understanding and transfer concepts, pupils study contrasting locations throughout the world. The location of these areas in the world are deliberately chosen to offer culturally diverse and contrasting places. Pupils study the human and physical features of a non-European location in Africa, such as Nairobi. This study also offers rich opportunities to know, compare and contrast different cultures in two continents using the consistent thread of human and physical features.
Fieldwork and map skills are further developed with a study of the local area, using cardinal points of a compass. Maps are introduced through familiar stories as a way to communicate what the place and space is like. Pupils retrieve and apply knowledge about human and physical features in their local context. OS maps are introduced to pupils in KS1 using Digimap for Schools. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale.

LOWER KEY STAGE 2

As pupils begin KS2, fieldwork and map skills are revisited with the intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This substantive and disciplinary knowledge is utilised to support a study of the UK, focusing on regions, counties, landmarks and topography. This study demands analysis and pattern seeking to identify the features of the UK. Further retrieval studies are designed to support conceptual fluency around physical and human features. Cause and effect are also developed through geographical reasoning. An example of this is the interrelationship between physical terrain of the northern regions of the UK and the lower lands of East Anglia,that are covered in glacial deposits. Further studies are undertaken to elaborate fieldwork and map skills through a sharper focus on OS maps.

Pupils elaborate and expand their understanding of human and physical features and apply it to the study of rivers.

To enable accurate location of places around the globe, pupils study absolute positioning or reference systems through latitude and longitude. Substantive knowledge is acquired and used to apply their new understanding to mapping and locational skills. An in-depth understanding of latitude and longitude is used by pupils throughout KS2.

Complementing studies on location and position is the focus on the water cycle. It offers explanation and reason about physical processes as well as why certain biomes have specific features in specific global locations. Pupils study geographical patterns across the world using latitude of locations to explain why places are like they are. Further river studies revisit substantive knowledge and these are applied to the River Nile and the Amazon River as a precursor for future learning in other subjects.

Further fieldwork and map skills are introduced to enrich pupils' disciplinary knowledge of locations and places. Cultural awareness and diversity are taught specifically within learning modules. Examples include European studies, as well as studies of countries and people in Africa, and North and South America. A deliberately planned study focusing on the environmental regions of Europe, Russia, and North and South America draws attention to climate regions and is the precursor to studying biomes in UKS2.

UPPER KEY STAGE 2

The study of Biomes and Environmental regions builds upon world locations, latitude and longitude studies. World countries and major cities are located, identified and remembered through deliberate and retrieval practice, such as low stakes quizzing and Two things tasks.

In upper KS2, the study of 4 and 6 figure grid references supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Again, this knowledge is designed to be interrelated and connected to the retrieval study of biomes and environmental regions. Terrain is studied through contour lines and OS map skills and fieldwork. More advanced mapping skills using OS maps are studied and applied, with pupils using the accumulation of knowledge skilfully to analyse distribution and relationships. Route finding and decoding information through maps offers challenge through increasingly complex orienteering and mapping tasks.

Pupils take part in geographical analysis using patterns and comparison of both human and physical processes as well as the features present in chosen locations. This abstract concept is made concrete through studying and comparing the Lake District, the Tatra mountains of Poland and the Blue mountains of Jamaica. Physical processes such as orogeny and glaciation are acquired to explain significant change over long periods of time. The concept of physical process is revisited through a study of Earthquakes, mountains and volcanoes. This depth study allows pupils the opportunity to have a more sophisticated knowledge of physical processes and make connections about how the environment has been shaped, as a result.

Settlement, trade and economic activities develops an increasing knowledge about migration and the factors that push people away or draw people towards settlements. Within these studies, pupils make relational connections between settlements and physical or human features. Settlements such as ports or major world cities are studied to explain the reasons why certain places are populated and why. Disciplinary knowledge supports pupils to reason and explain the effect of change on a place, drawing on prior substantive knowledge they can retrieve and reuse.

Curriculum Rationale - Geography

Geography subject specific characteristics, which we expect the children to demonstrate, have been developed and shared with all stakeholders. These characteristics underpin all work in geography and form a focal point for display areas and provide a common subject specific vocabulary for staff and pupils. These characteristics are:

Knowledge of where places are and what they are like.
Understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
A strong 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.
Fieldwork and other geographical skills and techniques.
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 good knowledge and understanding about current and contemporary issues in society and the environment.

All children are guided in their learning within a 6 phase lesson plan:
Phase 1 Connect: Children make connections with previous learning through questions, quizzes, two things, give one and get one routines.
Phase 2 Explain: Focus on the learning question. Introduction of essential vocabulary. Introduction of new words.
Phase 3 Example: Make worked examples really explicit. Use of diagrams, images, videos and artefacts to help articulate the content.
Phase 4 Attempt: Pupils practically have a go at selecting and organizing the content.
Phase 5 Apply: Show what you know using a double page spread layout.
Phase 6 Challenge: Deepen what you know through questions and quizzes to increase the retrieval practice effect.

We encourage staff to teach a weekly geography lesson in a half termly rotation with history. This helps to ensure sufficient time is allocated to geography and that geographic subject matter can be revisited frequently. We believe that by crafting our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make. Due to the format of our school year groups (a mixed year class in every key stage) we operate a cycle which ensures all relevant curriculum objectives are taught by the end of key stage 1, lower key stage 2 and upper key stage 2, this ensures that all children have accessed the whole curriculum when they leave our school.

Curriculum Impact

We use informal formative assessment information in every geography lesson, following Rosenshine's Principles of Learning. Staff always consider coginitive load theory to ensure children retain as much knowledge as possible. Feedback, quizzes, thinking hard tasks and structured assessment tasks all contribute towards the bigger picture of how well pupils retain and remember the content. Information gained from formative assessment within the 6 phase lesson, is used by staff to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including the more able.

Summative assessment is completed at the end of each unit of work, using a 2 page spread, allowing teachers to assess the children against the curriculum milestones. Teachers within KS1, lower key stage 2 and upper key stage 2 moderate the summative 2 page spread before recording their judgements on the Target Tracker assessment platform. This process means that every child's progress can be tracked as they move through the school. Our monitoring process provides an accurate and comprehensive understanding of the quality of education in geography. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Geography monitoring takes place termly. Monitoring in geography includes: book scrutiny, lesson observations and/or learning walks, pupil/parent and/or staff voice. All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

Geography programmes of study: Key Stages 1 and 2

Purpose of study

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.

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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.

Attainment targets

At key points in their school life, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At Holy Name, we have milestones for foundation stage, key stage 1, lower key stage 2 and upper key stage 2 that we wish every child to aspire to or exceed. These milestones have been selected specifically for our children, to reflect the ethos and culture of Holy Name Catholic Primary School.

Subject content – Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Subject Content – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains,

coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.