

Geography Curriculum

At St Thomas', we follow Ark Curriculum + in geography. We believe that a knowledge rich curriculum is key to achieving these. Having a strong foundational knowledge will enable our pupils to participate, challenge, and reshape the world around them. **There are three core pillars underpinning the discipline of geography:**

1. Deep **knowledge of locations, places and geographical landscapes** across the world
2. **Understanding** of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space
3. **Application of skills** in observing, collecting, analysing, evaluating and communicating geographical information

INTENT	IMPLEMENTATION	IMPACT
 <p>Alignment to National Curriculum</p> <p>The school's curriculum exceeds the National Curriculum programme of study. curriculum is based on the best available research & evidence about what children need to know and retain as well as how they learn, memorise and practice what they have learnt. Careful consideration has been given to how the concepts and knowledge have been organised.</p>	 <p>Pedagogical Approaches</p> <p>As pupils develop their geographical knowledge and understanding, they will also develop their geographical skills: using maps, atlases and globes as well as using directional language, a compass and understanding grid references and keys. The world map is displayed in each classroom and teachers use this as a constant resource to build secure interconnect knowledge.</p>	 <p>Approach to Assessment</p> <p>The approach to assessment is less formal than in core subject disciplines. In geography, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals. More formal assessment is recorded following the marking of the topic essays.</p>
 <p>End Points</p> <p>All pupils leave primary school with an understanding and respect for the unique human, physical and environmental geography available to them within and around their local area. Additionally, pupils will have a wider, global awareness consider global challenges faced in the movement of populations and the distribution of natural resources. They will also learn to map the world in its entirety – considering how it is connected through economic activity and trade links.</p>	 <p>Teachers' Expert Knowledge</p> <p>All teachers attend CPD sessions before starting to teach a unit and they also take responsibility for engaging with the reading list and, introductory videos to ensure that their subject knowledge is secure. The knowledge organisers can also support this as it enables the teacher to prepare for the core knowledge. Teachers also reflect on each topic after completion with this input being used to continually refine each taught topic.</p>	 <p>Performance Data</p> <p>There is no published data for geography at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.</p>
 <p>Sequencing</p> <p>The geography curriculum begins in Year 1 with pupils completing an in depth local area study, which provides pupils with a concrete experience of geographical enquiry skills. Following this, pupils explore contrasting localities in all five continents exploring key human and physical characteristics. Pupils will learn that human and physical geography are intertwined through a concept known as environmental geography. Human, physical and environmental geography will be studied at all scales, from localised regions to the wider world.</p>	 <p>Promoting Discussion and Understanding</p> <p>The core knowledge and vocabulary are the entry point and our aim is to connect this knowledge, for example, so that pupils can observe similarities and differences between their local geography and the wider world. They can understand, describe and appreciate the world whilst also being able to discuss and debate issues on a local, national and global scale. Pupils will be given the opportunity to develop their ability to ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspective.</p>	 <p>Pupils' Work</p> <p>The pupils record their learning within the workbooks, and geography exercise books provide children with opportunities to record work with increasing independence. .</p>
 <p>Addressing Social Disadvantage</p> <p>Pupils develop a secure understanding of the local area to assist with their knowledge of self and identity. For each topic taught, key concepts, vocabulary and knowledge are sent home via exploration packs</p>	 <p>Knowing More and Remembering More</p> <p>The pupil workbooks include mini knowledge assessments, and teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons.</p> <p>Formative assessment is the key focus. In addition to the mini knowledge quizzes, pupils also complete a</p>	 <p>Talking to Pupils</p> <p>The geography curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes towards the geography curriculum, to determine whether they know more and remember more, ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspective.</p>
<p style="text-align: right;">Links / References</p>		



Local Context

In KS1 Pupils begin their journey in geography with a study of the familiar: the local area. Local area knowledge provides an anchor from which all other geographical topics are taught, and links are made to this frequently.



Teacher Assessment

more rigorous essay to demonstrate their knowledge and understanding.

<https://arkonline.org/>