

# Curry Rivel Church of England Primary School



## Curriculum Overview: Geography

Our curriculum approach to Geography reflects our vision 'Caring, Curious and Confident'. In particular, we aim for pupils to develop curiosity in Geography as well as providing opportunities to work co-operatively with others and become confident and resourceful learners.

### Intent

We recognise that Geography is unique and includes its own substantive knowledge, disciplinary knowledge and skills. We are a six-class school and nursery, with mixed age classes. Due to demographic changes and unpredictable in-year admission numbers, our class structure is not guaranteed to be the same year after year. Therefore, we have sequenced the content of Geography using a two year 'rolling programme' for each Key Stage 1 class and each Key Stage 2 class which ensures that whatever path a pupil takes through the school, the National Curriculum content is covered. More importantly, our curriculum is a 'spiral curriculum' in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity. These concepts are:

- **Migration**
- **Sustainability**
- **Settlement**
- **Change**
- **Diversity**
- **Trade**

'**Substantive**' knowledge' is carefully 'curated' and we use 'Knowledge Organisers' to present this core knowledge. **Skills** are progressive through the use of the Geography **Progression document** and this document clearly identifies where previous learning is built upon. We are also deepening our understanding of **disciplinary knowledge** for each subject so that concepts connected to a unit of work are revisited across the age ranges. By revisiting the concepts, rather than the topics, we are able to embed knowledge and create connections with prior understanding, therefore making the learning 'sticky'.

### Implementation

We adopt an enquiry-focused approach to teaching and learning in Geography, which develops our pupils as young geographers. We use Collins Connected Geography to help support class planning and each class is taught Geography weekly for half a term every term. Through each enquiry, our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts. Our curriculum is 'knowledge rich' rather than content heavy, as we recognise that, if we attempt to teach geographical topics, places, themes and issues in their entirety, we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. We adopt a policy of immersive learning in geography that provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned.

High expectations and 'Cultural Capital' is gained by:

- Using **high quality literature and texts** across the curriculum.
- Valuing '**oracy**' and teaching high-level **vocabulary**.
- Using '**authentic**' high quality resources.
- Making links to '**Primary Futures**' which shows children how what they are learning at school can lead to an interesting, exciting future, job or career.

Teachers use 'Assessment for Learning' strategies including 'fast feedback' and the 'Teacher Assessment Record' to check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.

In Geography, we develop sticky knowledge by:

- Building opportunities for retrieval practice within the topic E.g Through low stakes mini-quizzes, use of flash cards, multiple choice questions or short 'Q and A' activities.
- Using 'Flashbacks' to retrieve knowledge and skills from last week, last term and last year.
- Using knowledge organisers.
- Integrating new knowledge into larger key concepts

### **Impact**

In Geography, we want learners to develop detailed knowledge and skills and as a result, achieve well. This will be reflected in the children's use of vocabulary and questioning, pupils' Geography books and their evaluations which form the end of unit assessments. These may written tasks or essays. We want children to be able to talk confidently about what they have learned and how this is connected to other units of work they have been taught.

The Subject Leader uses a range of tools to evaluate the Geography Curriculum including end of unit assessments, staff and pupil interviews. They will ask:

- Is the curriculum working- what do assessments tell me? Are children progressing?
- What impact is the curriculum having? If children are not progressing, is my subject sequenced correctly? Are layers of learning there? Are we revisiting things enough? Is teacher subject knowledge good enough? Are we meeting the needs of SEND pupils?
- What can/cannot children do? What have they learned/not learned? How do I know?
- What is this telling me about the organisation and sequence of the Geography curriculum?

**Reviewed by Sarah Samuel (July 2023)**