



Geography

LAST REVIEWED:

Governor Ratification:

Date of next review:

St. John's Walham Green Church of England Primary School is an exciting Christian school where everyone flourishes. We celebrate difference: learning from each other, we grow into our best selves. We enjoy the adventure, challenging each other through learning and play. We rejoice with our church and community, building for a better world. Confident in ourselves, we thrive together in care and love.

EQUAL OPPORTUNITIES STATEMENT

St John's School is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background. We believe that equal opportunity is at the heart of good educational practice and challenge any form of discrimination. All staff and governors are responsible for ensuring that we implement this policy.

Introduction

This document will explain the way Geography is taught in St John's Walham Green CofE Primary School. It will explain the Geography curriculum intent, implementation and impact as well as provide a rationale for the subjects and their progression across year groups.

Courage: pupils develop the ability to understand various environmental threats our world faces while building the courage to change their own lives and habits to make a positive impact on their world.

Wisdom: pupils acquire knowledge and understanding of the impact of the world's natural and human processes to develop an open mind, resilience and problem-solving skills to face their future.

Compassion: pupils develop an understanding and appreciation for different parts of the world and the lives of the people that are very different than their own.

Intent:

At St John's Walham Green, through our Geography curriculum, we aim to inspire a sense of curiosity and fascination with our world and its people that will promote the children's spiritual, moral, social and cultural development. Our curriculum is in line with the National Curriculum requirements and is designed to teach locational and place knowledge, human and physical geography while focusing on developing research and observation skills that will carry children further in the next stages of their education. The inclusive

curriculum intends the children to develop an understanding of the world, United Kingdom and their locality in London with many opportunities for all children to engage in fieldwork to increase their investigation and observation skills inside and outside the classroom. The curriculum balances progressive geographical knowledge and transferable skills and we believe both are crucial for the children to make sense of the world. Our curriculum intends the children to leave St John's with the appreciation and understanding of the Earth's physical and human processes as well as diverse places, people, resources, natural and human environments so the children can develop awareness and problem-solving skills about the threats to a range of environments around the world.

Implementation:

At St John's Walham Green, we implement our Geography curriculum through a topic-based approach with an equal emphasis on skills and knowledge. The topics are carefully chosen to ensure the coverage of National curriculum requirements with a coherent progression of skills and knowledge in Geography, allowing all the children to build on prior learning while consolidating skills and understanding. Knowledge organisers for every topic are shared with students as well as the parents to ensure the retention of knowledge at an age appropriate level. At St John's we believe in the value of a cross-curriculum and Geography is often taught in this way allowing the teachers more time to focus on certain topics. Our curriculum is implemented through inclusive high-quality lessons, frequent assessment and discussion opportunities, creative and engaging tasks and emphasis on out of class learning opportunities. Our school's location and proximity to river Thames is utilized to give children a real-life experience of geographical observation and fieldwork while creating a sense of ownership and responsibility towards their environment. We are fortunate to have the opportunity to use our school's diverse and active community to provide children with a more personal exposure to a variety of places and people as our curriculum intends.

Impact:

At St John's Walham Green, we evaluate the impact of the geography curriculum through the assessment of children's skills and acquired knowledge in and out of the classroom. The assessment is done through the lesson learning objectives and success criteria using the evidence in children's written work, level of engagement in and outside the classroom against age appropriate yearly targets. The knowledge is assessed frequently to evaluate and ensure retention. The Geography subject leader and the members of the SLT monitor the impact of the geography curriculum through lesson observations, book scrutinies, use of pupil voice, governor visits, careful and continuous analysis of the assessment data with a focus on the experiences of children through field work. Our assessment systems allow the impact to be evaluated according to various criteria so we can ensure the curriculum is balanced and has a positive impact on all the children. The impact of the curriculum is also evident through environmental age appropriate projects that create responsibility and action in children for their local areas as well as various threatened environments around the world.

Rationale

At St John's Walham Green, we designed our geography curriculum with the aim of achieving our curriculum intent while covering all the national curriculum requirements. The rationale behind the curriculum is directly linked with our aim of teaching children a good balance of skills and knowledge in an engaging and cross curricular way. The topics in the curriculum are chosen to provide a wide coverage of various environments of our world, with the aim of

ensuring the children leave our school with useful locational and place knowledge about our world. The curriculum covers physical and human geography of these environments with emphasis on skills and fieldwork. The topics provide opportunities for local fieldwork using our school's community, local area and advantageous location to the river Thames. The topics and the relevant learning objectives of lessons are designed to develop personal responsibility and respect in children to prepare them to become future, active citizens who can take part and be involved in the preservation and protection of the precious environment locally and around the world. The wide coverage of many areas around the world contributes to knowledge and cultural capital of all the children and it allows the teachers to provide exposure and implement provisions for children who may be at certain disadvantaged situations.

EYFS: St John's Walham Green, in EYFS we follow a child-led curriculum with the end goal of *GLD (Good level of development)*. The learning begins around routines and as the children familiarise themselves with their surroundings, they also start their journey on geography by developing basic directional language. The child-led learning progresses with strong emphasis on outside learning gives them their very first exposure to geographical fieldwork. EYFS Maths mastery units and various books through reading schemes are selected to aid development of vocabulary and an understanding of the different environments, countries and people in the world.

Key stage 1: We start the first year of the geography curriculum with a topic centred around the children's personal lives that allows teaching opportunities for investigating and learning about the children's local area in a small scale. The curriculum then moves to the wider area of 'United Kingdom' where they begin to focus on directional understanding as well as contrasts between places. The year finishes with the topic of a country in Asia that allows the children to begin thinking of the wider world and its people, cultures and environments with a focus on a continent that can provide deeper contrasts to their own. The curriculum then moves onto more cross curricular topic that allows the children to acquire more general locational and place knowledge while they develop geographical skills and a wonder towards exploration. The curriculum then moves on to a geographical study of London which is once again designed to be cross curricular with the children's historical learning. The final topic in KS2 is a deeper study of a country in South America that helps children improve and build on their developing skills of focusing on similarities and differences between of physical and human geography between another country in a different continent and the UK.

Key Stage 2: The curriculum in KS2 is designed to build on the KS1 topics in terms of skills and knowledge while once again keeping the cross curricular links and the balance of teaching skills and knowledge. The topics are chosen to provide opportunities for children to develop a deeper understanding and application of skills and a wider bank of knowledge. The curriculum starts with a more detailed study of British Isles building on to previous learning and moves onto studying geographical events on earth focusing on causes and effects on human and physical geography. The focus then moves to the geography of North America that is once again a cross curricular topic with History. The year 4 History topics lend themselves to geographical learning of the local area, specifically using Fulham Palace, old maps of various settlements. The year then moves on to Africa with a focus on Sierra Leone due to strong links with our school community. Further topics are designed to develop responsibility and problem-solving skills in children with a focus on river Thames and rainforests. Year 5's main geography focus is Europe, once again with cross-curricular links to History, helping children to develop a more advanced map reading skills along with

study of a country from a physical and human geography point of view. The final year is designed to combine all previous learning for the children to explore topics in a deeper level with more advanced skills and knowledge; with opportunities for field work and activities for the children to express their use of knowledge.