



The intent, implementation and impact statement for the delivery of the Geography curriculum
Our Vision for Emmanuel



To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

‘Start children off on the way they should go, and even when they are old they will not turn from it.’ (Proverbs 22:6)

At Emmanuel, we provide an ambitious curriculum, challenging all children to aspire to be the ‘best they can be’. All children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We provide the children with a broad and balanced curriculum where the substantive and disciplinary knowledge the children need to acquire is coherently planned and sequenced allowing knowledge to be built on and embedded. Due to the careful sequencing of the curriculum, the children use their prior knowledge to allow them to learn new concepts. This curriculum design, supports all children to be courageous when faced with new challenges.

As Paul said in his letter to the Philippians 'I can do all things through him who strengthens me.' (Philippians 4:13 ESV)

Emmanuel’s curriculum intent for Geography

Our intent aims to ensure that all pupils:

1. 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
2. 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
3. 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

4. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

5. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

This reflects the disciplinary knowledge set out in the national curriculum (2013) for geography.

For our intent to be reached all pupils will be able to:

1. 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
2. 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
3. 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

4. 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
5. describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
6. describe and understand key aspects of 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
7. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
8. 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
9. 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.

This reflects the substantive knowledge set out in the national curriculum (2013) for geography.

Our intent is to ensure that all pupils gain success against the composites (end points/final outcomes) set out in the national curriculum to enable them to be secondary ready and flourish in their next step of their geography education.

The implementation of our Geography Curriculum

Our Curriculum

Our curriculum has been designed to ensure that all pupils make progress towards achieving the desired end points set out in the national curriculum by the end of key stage 2. They will do this through acquiring the substantive and disciplinary knowledge which has been broken down into coherently sequenced component parts. When the pupils acquire the knowledge required to be successful against each component, this learning will then be built on sequentially to ensure that each small step leads to all pupils attaining the desired end point (composite). Our geography progression documents set out the sequence of learning.

The curriculum has been designed with the concept of memory in mind. Our curriculum is designed to ensure the children know and remember more by incorporating a 'spiralised' curriculum where concepts are revisited to facilitate learning being transferred into the long-term memory. Concepts are consistently revisited and regularly reviewed with retrieval practice (both daily and spaced) being central to our curriculum. Content and concepts are revisited and built upon throughout academic years and year groups.

Our Geography curriculum is divided into three areas of study for each year group to study on a termly basis.

| Year Group | Autumn 2 | | Spring 2 | | Summer 2 | | |
|------------|--|--|---|--|---|--|---|
| Year 3 | The UK (cities and counties) <i>Fieldwork unit (Sheffield and surrounding villages)</i> | | How do natural resources help us? | | What is it like to live in a natural hazard zone? | | |
| Year 4 | What is Europe like? Poland focus | | Where do we get our water from? | | How can we use <i>fieldwork</i> to understand a moorland environment? Padley Gorge | | |
| Year 5 | How do cities change over time? (York/Sheffield) <i>Fieldwork</i> | | What is South America like? Peru/Brazil | | How and why is the shape of our world from space changing? | | |
| Year 6 | What is North America like? Jamaica/Mexico | | Why do people move? | | Why is our coastline changing? <i>Fieldwork</i> Flamborough/Bridlington | | |
| | Our Locality: Sheffield, Peak District, Yorkshire | | The UK | | The World | | Human and Physical Processes Interconnection |

Substantive and disciplinary knowledge and vocabulary are introduced progressively and revisited regularly to help children know and remember more. The progression documents ensure the curriculum is fully covered and that children are appropriately challenged from year group to year group and purposeful links are made between areas of study to allow children to revisit and embed concepts.

Teaching

Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. The teaching strategies employed across school are used to facilitate the pupils to know and remember more.

| <u>Geography Provision</u> | |
|--------------------------------------|--|
| <u>Individual lessons</u> | <p>Our geography lessons follow a structure of retrieval and review of prior knowledge leading to the teaching of new content through carefully sequenced precise small steps. Children are provided with the opportunity to practice what they have learnt and apply their knowledge to a different context.</p> <ul style="list-style-type: none"> • Geography lessons are planned to enhance English skills and opportunities for extended writing pieces are included in the teaching and learning sequence. • Children are provided with knowledge organiser documents with key facts and information. These are shared with parents as well as copies being kept in exercise books. Weekly subject quizzes are planned, based around these documents to support the children knowing and remembering more. • A key component of each part of every lesson is the teaching of accurate geographical vocabulary to support the children to reason and explain their interpretations of what they have discovered. |
| <u>Inclusive geography provision</u> | <p>We have an ambitious geography curriculum which is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the substantive and disciplinary knowledge stated in the geography progression document and due to the spiralled nature of the curriculum where component parts are revisited, all new knowledge builds on prior knowledge in a coherent fashion allowing all children to access the curriculum.</p> |

Assessment

The accurate assessment of children's geographical knowledge is critical to ensure all children have the required factual background knowledge needed to access the next component identified in our progression documentation. We use assessment tools to accurately identify gaps in pupil knowledge to ensure that precise support is provided to enable all children to gain mastery over each concept.

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil to make progress against the learning objective.

Assessment as learning: we use ongoing assessment strategies such as retrieval practice and generative learning activities to consolidate learning and help children deepen knowledge in the long term memory.

Assessment of learning: we carry out a pre-assessment of children's background knowledge to accurately plan a series of lessons taking into account the children's starting points. Teachers also carry out end of unit assessments to identify any gaps in the children's understanding. Finally, teachers' carry out summative assessments at the end of each term to identify any gaps in the children's long-term memory. These assessments provide support in the precise identification of gaps in learning for which additional support is provided.

To support in the assessment process we regularly revisit the questions:

1. Where is this place?
2. What is it like?
3. How and why is it changing?
4. How does this place compare with other places?
5. How and why are places connected?
6. What are the human and physical features?

Desired Impact of our Geography curriculum

The desired impact of our geography curriculum is that all pupils acquire the substantive and disciplinary knowledge set out in our geography progression documents so children's learning is built on sequentially and coherently across the year groups. Through this careful scaffolding of learning, the children's knowledge will be built on to ensure they attain the end of Key Stage 2 composites set out in the national curriculum.