



# Curriculum Statement and Policy

## Geography

### 1. **Rationale**

At St John's we aspire to help every child reach their full potential as a child of God.

Our school policies reflect our school's commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning with our Catholic faith at its centre.

### 2. **Overview**

1. Underpinning each of our subject specific Curriculum Statements is our *Whole-School Curriculum Policy*. This sets all our learning in the context of our school community. It also addresses our post-pandemic approach.
2. Our curriculum for Geography is based on the National Curriculum and our *Geography Whole School Curriculum Map* sets out how we have carefully planned to deliver it starting from EYFS through to Year 6. This also prepares them for the next stage in their education.
3. Our *Skills Progression Document* sets out how learning is sequenced to enable pupils to build on their knowledge and skills to reach clear end points.

### 3. **Structure and organisation**

1. Geography is taught to a high quality, weekly in alternate half-term blocks in KS1 and KS2. In EYFS, the building blocks for geographical skills and knowledge are put in place through the educational programmes, mainly 'Understanding the World.'
2. Our Geography curriculum is designed to help our all our pupils, including those with SEND, make sense of their place within the world.
3. Pupils investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes.
4. We are committed to providing pupils with opportunities to investigate and make enquiries about their local area of Burnley, Pendle and the North-West of England so that they can develop real sense of who they are and what makes our local area unique and special.
5. In Geography we identify key concepts clearly. These come from:
  - the National Curriculum
  - the aims in our overarching *Whole-School Curriculum Policy*
  - the finding from our *Geography Pupil Survey*

This enables us to meet the needs of our pupils.

### 4. **What we want pupils to know**

- where places are and what they are like, both in Britain and the wider world;
- the ways in which places are connected;
- geographical vocabulary;
- current issues, events and environmental concerns.

### 5. **Skills we want pupils to develop**

- the ability to use maps, atlases and globes and digital/computer mapping;
- using grid references, points of a compass, symbols and keys (including OS maps);

- applying questioning skills and how to reach clear conclusions and explain findings;
- the ability to express well-balanced opinions;
- a genuine interest in the subject and a real sense of curiosity about the world and it's people.

## **6. Assessment**

1. At St John's, we use assessment to help pupils embed knowledge and use it fluently. It assists teachers in producing clear next steps.
2. Ongoing assessment takes place throughout each unit of work.
3. At the end of each unit of work, teachers plan an assessment activity - this is included in their medium-term plan. Subject Assessment Records are then used to evaluate pupils' learning and plan next steps.

## **7. Special Educational Needs and Disabilities**

We recognise the need to cater for pupils with SEND. Pupils with SEND are able to access the full curriculum as: tasks are broken down into small steps, giving children achievable goals; vocabulary is pre-taught and word banks and visual cues are provided.

## **8. Monitoring**

Subject leaders carefully monitor teacher and learning in Geography in the following ways:

1. Pupil interviews;
2. Lesson visits;
3. Work scrutiny;
4. Learning walks;
5. Planning monitoring.

## **9. Remote education**

In the event of pupils needing to learn remotely again, systems which were put in place during the pandemic remain available. Our Remote Learning section of our website is easily accessible.

## **10. SMSC**

Geography provides many opportunities for developing pupils in this area. We encourage pupils to reflect on the concept of stewardship. Through teaching about contrasting localities, pupils learn about inequality and injustice in the world. They develop knowledge and understanding of different cultures so that they to respect, appreciate and acquire a positive attitude towards others. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions.

## **11. Enrichment**

At St John's, we recognise the need to enrich the lives of our pupils and equip them with skills, knowledge and experiences which will enhance their lives. In Geography, this take the form of: using library loan boxes; pre-teaching vocabulary; relevant field trips and enrichment days.

## **12. Role of Subject Leader**

The Subject Leader acts to support staff in the content and pedagogical content knowledge of Geography. This includes:

- taking the lead in the development, evaluation and amendment of schemes of work;
- identifying training needs of staff;
- planning CPD
- advising and supporting colleagues on resources, fieldwork and teaching ideas;
- monitoring and evaluating pupils' work, colleagues planning and classroom provision.

## **13. Equalities Obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race,

nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

**14. Date and Review of Policy**

October 2021, to be reviewed October 2023