

Geography Curriculum Rationale

High quality geography education aims to develop children’s curiosity and understanding of the world around them and instil in them the desire to find out more. Children will learn to explore their world geographically by: asking geographical questions; assessing and critically evaluating potential answers to those questions; making reasoned judgements based on evidence; understanding and empathising with the views of others; considering possible actions/reactions and their consequences; understanding tools used by geographers and how they can support geographical knowledge. Pupils will gain knowledge and understanding of diverse places, people, resources and natural human environments and of the Earth’s key physical and human processes. Exploring the world in this way will enable children to have an understanding of the world around them and how the Earth’s features are shaped, interconnected and scaled over time.

INTENT



Alignment to National Curriculum

The geography curriculum at St Wilfrid’s uses the National Curriculum as a basis for its content and framework. The Rising Stars (RS) scheme is used to support teachers. A plan has been created to make the teaching meet the needs of mixed year groups. Teachers adapt RS to make it relevant for their own class needs.



End Points

Having mastered the powerful geographical knowledge identified by our school, children moving on to secondary school will be able to: recognise that people perceive situations and places differently; to value the importance of local context in understanding the relevance of wider global connections; to have a sense of citizenships and justice rooted in our Catholic faith, which gives confidence to challenge and support different viewpoints.



Sequencing

The National Curriculum has clear end points for the end of KS1 and KS2. In EYFS children start to get an understanding of the world around in their topic work (Understanding the world). From there, children progress from developing knowledge of the UK and their own locality in KS1 before gaining a basic understanding of weather and climate and the wider world. In KS2 children learn in greater depth about the wider world around them, developing their understanding of locational knowledge, place, and human & physical geography.



Addressing Social Disadvantage

Young (2008) says that knowledge is crucial for social justice. All children have a right to know and remember the powerful knowledge and key vocabulary identified in our curriculum. To this end, we use knowledge organisers to capture this and are committed to ensuring all children master it. Retrieval practice is key to achieving this goal and is incorporated into our day-to-day teaching.



Local Context

Our local area is utilised to support the teaching of geography, specifically geographical enquiry. Sheffield is one of the greenest cities in the world. St Wilfrid’s is set within walking distance of Ecclesall Woods and two parks. There has also been much regeneration of the city, some of which has been within our locality.

IMPLEMENTATION



Pedagogical Approaches

In geography lessons, teachers will ensure children have substantive knowledge which may be shared via direct instruction. Children will then apply their knowledge and skills through a geographical enquiry approach to teaching & learning. Guided, independent and retrieval practice, as described by Rosenshine and rooted in cognitive science, are used, where appropriate, to ensure children remember the key substantive knowledge needed for enquiry activities that require deeper thinking.



Teachers’ Expert Knowledge

The demonstration of good subject and curriculum knowledge is a requirement in the DfE teaching standards. To this end, it is expected that teachers whose curriculum knowledge is not sufficiently developed will take steps to address this gap. It is essential that teachers have the required level of expert knowledge so that explanations are clear and accurate, and children’s misconceptions are anticipated and addressed as they arise.



Promoting Discussion and Understanding

Discussion (both pupil to pupil and pupil to teacher) has an important role in the development of geographical ideas. Effective questioning by the teacher is key to allow pupils to practise new knowledge and to help them make links between new material and prior learning (Rosenhine). Essentially, through these opportunities for talk, key vocabulary, and so core knowledge, is truly mastered.



Knowing More and Remembering More

Knowledge organisers set out the knowledge, core vocabulary and big ideas that all children are expected to master. A first lesson for each unit of work is used to review the ‘smaller’ ideas mastered in previous units, ready for their development in the new one. Opportunities for retrieval practice are included in geography lessons to ensure knowledge is transferred into long-term memory. Retrieval activities may require children to remember learning from the previous lesson, previous topic or even previous year.



Teacher Assessment

Formative assessment is essential to ensure that all children are developing the disciplinary and procedural knowledge needed. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed.

IMPACT



Approach to Assessment

The five strategies of formative assessment (William 2011) are used in geography to support and promote deep learning. Specific recall activities like quizzes, are used to enable teachers and children to monitor the depth of understanding of core procedural and declarative knowledge and the strength of its retrieval.



Performance Data

Data for geography is generated using retrieval quizzes and is collected by the teacher.



Pupils’ Work

Pupils’ work, in written and photographic forms, is used to secure and demonstrate children’s learning. It informs teacher assessment, both formative and summative, and is used by subject leaders as part of the monitoring process.



Talking to Pupils

The subject leader talks to pupils about their learning as part of the monitoring process. Children’s books and knowledge organisers are used to guide discussion and provide the subject leader with the information required to measure how much of the powerful knowledge and core vocabulary has been remembered and understood.

Links / References

The National Curriculum for Geography
David Didau – Learning Spy (references to Young)
Rosenhine’s Principles for Instruction
Dylan William – Embedded Formative Assessment