Kingsley St. John’s Geography Curriculum

We believe in God as the great creator of all things - earth, day and night, seas and oceans, animals and plants and mankind, in his own image. We believe that we all have that same seed of creativity within us and developing that appreciation of God’s World is imperative as we grow. At KSJ we nurture each and every seed. Regardless of background or vulnerability, our children are given all they need to grow, flourish and be the best that they can be.

**Intent:  What do we intend for our pupils to learn?**

At Kingsley St John’s Primary School our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and inclusive curriculum; ensuring the progressive development of geographical concepts, knowledge and skills. We aim to inspire in all our pupils a curiosity and fascination about the world and its people, providing all our pupils with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of our planet’s key physical and human processes.

We intend for every child to access the learning, develop their skills regardless of their ethnicity, gender, class, ability, disability or background.

**Being a KSJ Geographer:**

* To enable children to know about the location of the world’s continents, countries, cities, seas and oceans.
* To give a particular focus to the study of local geography to enable children to understand and appreciate their locality.
* To develop the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
* To help children understand how the human and physical features of a place can change over time.
* To enable children to progressively develop their geographical skills (including fieldwork) throughout their school journey.

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**Implementation: How is geography taught and assessed in order to build pupils knowledge and enable them to apply that knowledge as skills**?

At Kingsley St John’s, we provide a high-quality geography curriculum that has been designed and sequenced to equip our pupils with a secure, coherent geographical knowledge of their locality, Britain and the wider world.

Learning starts in Nursery and Reception with children learning about their personal geography and developing an understanding of the school grounds and the village locations beyond the school gates (such as the local church and playground) as they develop their understanding of the world

In Key Stage 1, pupils explore their local communities and the four countries of the United Kingdom and develop an understanding of the physical and human features, and how land is used in different ways.

In Key Stage 2 pupils learn about the local Frodsham area which is surrounded by a network of waterways, with this in mind pupils learn about rivers, canals and bodies of water by exploring those that they live in close proximity to such as the River Weaver. Building on this ,pupils compare the physical and human geography of our local area with that of other world countries.



Pupils develop their skills as geographers through fieldwork, learning how to ask and answer geographical questions, develop their map work skills, learn how to use globes, maps and plans and use geography vocabulary to describe and explain

* Geography is taught on a 2-year rolling programme based upon The National Curriculum
* Geography is taught using an enquiry framework-need to know:use data:make sense and connections:reflect on learning.
* Teachers create a positive attitude to geography learning within their classrooms;
* Geography will be taught in planned topics with working as a geographer embedded in the approach.
* Children are encouraged to ask their own questions and be given opportunities to use their geographic skills and research to discover the answers. This curiosity is celebrated within the classroom.
* Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess pupils regularly to identify those children with gaps in learning, so that all pupils keep up.
* We build upon the knowledge and skill development of the previous years. As the children’s knowledge and understanding increases, they become more proficient in applying these to enquiry based learning.
* Geographical skills are embedded into lessons to ensure that skills are systematically developed throughout the children’s school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.
* Teachers demonstrate how to use equipment, and skills in order to embed geographical understanding. Teachers find opportunities to develop children’s understanding of their surroundings by accessing outdoor learning and workshops with experts.
* Children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.
* Regular events allow all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills.
* At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.

 As in history we have key concepts which thread throughout the curriculum:

* Place: what is in places,what happens there,ways places change and develop,their character and what they are like,how we conceive of and respond places
* Space: where features and places are located,their distribution,the patterns they form and the network connecting them.It enables us to recognise and explain the processes affecting the natural and human environment.
* Scale: the lens through which we look at sites-local,regional,national,continental and global.Scale enables relationships to be identified and connections recognised.Scale supports understanding environmental and place processes and making predictions.
* Environment:human and physical processes.Relates to the land and oceanic surface of the Earth,it’s geology and atmosphere.It includes the range of Earth’s natural and people-created features and the natural human actions affecting the world.
* Interconnections: the nature and significance of links between features,places,events and people.It enables recognition and appreciation of interdependence,locally,regionally or globally whether ecological or socially generated.
* Environmental impact and sustainability:the interactions between the natural and human environments and their effects on each other,particularly of change and its consequences.It considers the responsible and exploitative uses of Earth’s resources.It considers ways to improve people’s futures and Eath and the ethics of doing so.
* Cultural awareness and diversity: encompasses local and global diversity and the disparities in and of people’s lives and communities and their connections to the natural world.

 Simon Catling “Leading Primary Geography”

Reading across the curriculum

We use high quality texts to support our geography topics and enrich our wider curriculum. Each teacher provides a wide range of fiction and non-fiction texts in their class reading area to support pupil’s curiosity and learning.

Curriculum Enrichment

Where possible each unit of work is enriched by a school trip or school visitor. For example, Class 1 and 2 explore and map our local village and school grounds whilst Class 3 visit the River Weaver and take a trip on the Danny. Class 4 visit a British capital city and discover the human and physical geography of our major cities. Visits to local factories such as Rolls Royce enable the pupils to identify and recognise the impact of human geography on the local area.

**Impact: How do we know our geography curriculum is effective?**

At Kingsley St John’s we believe that if our pupils have become knowledgeable and effective geographers they will be able to talk with knowledge and confidence on the range of topics studied, describe and make links between places & features, suggest relevant geographical questions and issues and describe and start to explain geographical processes using the correct terminology.

This is why pupil voice is such an important tool in measuring progress and impact

The work in our topic and curriculum books will be of a consistently high quality and will incorporate learning from other areas of the curriculum and our discovery

* The practical approach at Kingsley St John’s results in a fun, engaging, high-quality geographical education that provides children with the foundations and knowledge for understanding the world.
* Our engagement with the local environment ensures that children learn through varied and first-hand experiences of the world around them.
* Through various workshops, trips and interactions with experts and local charities, children have the understanding of the impact human and physical geography have on our lives and how it is vital to the world’s future prosperity
* Children learn the possibilities for careers in geography. They learn from and work with professionals, ensuring access to positive role models within the field of geography from the immediate and wider local community.
* From an exposure to a range of different geographers from various backgrounds, all children feel they are geographers and capable of achieving.
* Children at KSJ overwhelmingly enjoy geography and this results in motivated learners with sound geographic understanding, ready for the next phase of their geography learning.
* There is clear progression in knowledge, skills and understanding within geography.