



# Catholic School

*“Learning Together, Loving God”*

## Geography Policy

September 2022 - to be reviewed September 2023

## **INTENT**

Our mission statement 'Learning together, loving God' encapsulates the balance between learning about ourselves, others and knowledge of our world, with the aim of converting this knowledge into understanding and skills that combine to serve our community as a whole.

Within Geography, it is our intent to inspire a fascination and curiosity about the world we live in. We aim to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes

Our intent is to cover the breadth of the Bailiwick Curriculum augmented with powerful knowledge carefully selected to build upon our pupils' starting points of cultural capital.

To this end, we use the CUSP model curriculum. This is a knowledge-engaged progress model which clearly outlines the key knowledge and vocabulary for each stage of learning in sequence. It has been deliberately adapted in order for pupils to see themselves in the curriculum and prepare them for life in the 21st century.

## **IMPLEMENTATION**

The implementation of our curriculum ensures balanced coverage of the main themes outlined in the Bailiwick Curriculum: geographical and mapping skills, pattern and Place and People which includes locational knowledge; human and physical; and place knowledge. The children will have experiences of these areas, but the subject knowledge imparted becomes increasingly specific and in-depth, with more complex skills being taught, thus ensuring that learning is built upon.

Alongside each Geography module, we also offer pupils the time to think about humans' impact on the world and introduce them to inspiring environmentalists and geographers, so pupils have the opportunity to be better citizens and courageous advocates of the future.

### **Fieldwork**

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We are therefore passionate about implementing our curriculum through an explorative, outdoor learning approach. We want our children to learn through hands-on experiences and investigations of physical and human geography in the local environment as far as possible, while embedding key substantive knowledge. We deliberately plan for fieldwork to occur in and around our local environment.

### **Vocabulary**

Vocabulary forms a key part of our curriculum. Therefore, subject specific Tier 2 and Tier 3 words are identified in each module. Supporting pupils in the acquisition of knowledge, through the use of key concepts, terms, and vocabulary, provides opportunities to build a shared and consistent understanding. Knowledge organisers, glossaries and displays, along with regular recall and revision, will be used to support this approach.

## **Knowledge organisers**

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail to help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with a learning question which focuses on the key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

## **IMPACT**

Feedback, quizzes, thinking tasks and end of units tasks all contribute towards the bigger picture of how well pupils retain and remember the content. Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Regular school trips provide further relevant and contextual learning.

# Curriculum Map

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>		<p>Geography Build on UK Knowledge</p> <p>Introduce HUMAN AND PHYSICAL FEATURES, MAPS AND DIRECTIONS</p>	<p>Geography Introduce FIELDWORK TO RECORD HUMAN AND PHYSICAL FEATURES</p> <p>Unity Y3 Guernsey Focus</p>		<p>Geography Revisit MAP SKILLS, LATITUDE AND LONGITUDE</p>	
Autumn 2	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain Some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</p>	<p>Geography Introduce LOCAL AREA GUERNSEY</p>			<p>Geography COASTS (GUERNSEY) Y4</p>		<p>Geography Build on COUNTRIES OF EUROPE AND THE WORLD</p> <p>Introduce COMPARISON STUDY UK/EUROPE/N OR S AMERICA</p> <p>Unity Y6</p>
Spring 1	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain Some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</p>	<p>Geography Introduce OCEANS AND CONTINENTS</p> <p>Unity Y1</p> <p>Geography Introduce NAME / LOCATE UK AND COUNTRIES / CAPITAL CITIES</p> <p>Unity Y1</p>	<p>Geography Build on human and physical features</p> <p>Introduce COMPARISON OF SMALL PARTS OF UK AND A SMALL PART OF NON-EUROPEAN LOCATION</p> <p>Unity Y2</p>	<p>Geography Build on MAP SKILLS, FIELDWORK, NAME OF COUNTRIES, CAPITALS OF UK</p> <p>Build on Year 1/2 - British Isles etc</p> <p>Unity Y3</p>	<p>Geography Build on UK STUDY</p> <p>Introduce LATITUDE AND LONGITUDE</p> <p>Identify WORLD COUNTRIES INCLUDING EGYPT OR GRECE</p> <p>Unity Y4</p>	<p>Geography Build on LATITUDE AND LONGITUDE</p> <p>Introduce LOCATION STUDY OF THE WORLD (Greece, Russia, N&amp;S America), CLIMATE ZONES, BIOMES AND VEGETATION BELTS</p> <p>Unity Y5</p>	
Spring 2	<p><b>The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of plants and animals.</p>		<p>Geography Build on human and physical features, UK and capital cities</p> <p>Introduce WHERE WE LIVE, MAP WORK, COMPASS DIRECTIONS, HUMAN AND PHYSICAL FEATURES, FIELDWORK SKILLS</p>		<p>Geography Build on PHYSICAL GEOGRAPHY</p> <p>Introduce WATER CYCLE</p> <p>Unity Y4</p> <p>Geography Build on COASTS (GUERNSEY)</p>	<p>Geography Revisit and retrieve LATITUDE AND LONGITUDE WITH BIOMES AND ENVIRONMENTAL REGIONS</p>	<p>Geography Build on COUNTRIES OF EUROPE AND THE WORLD/LATITUDE AND LONGITUDE</p> <p>Introduce PHYSICAL PROCESSES: MOUNTAINS, VOLCANOES AND NATURAL DISASTERS</p> <p>Unity Y6</p>
Summer 1	<p>Know some similarities and differences</p>	<p>Geography Introduce LOCATION OF HOT AND</p>					

	between the natural world around them and contrasting environments . Drawing on their experiences and what has been read in class.	COLD CLIMATES IN RELATION TO THE EQUATOR Unity Year 1					
Summer 2	Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.			Geography Revisit and retrieve PHYSICAL / HUMAN FEATURES AND UK STUDY Unity Y3			Geography Build on GEOGRAPHY COMPARISON STUDY Introduce SETTLEMENTS AND RELATIONSHIPS BETWEEN ECONOMIC/T RADE WITH NATURAL RESOURCES Unity Y6