

GEOGRAPHY CURRICULUM POLICY

At St James Primary School we aspire for every single child to succeed. Through our Christian vision we thoroughly believe that all children have the potential to thrive regardless of their starting points, personal context, and characteristics. Our children learn through a supportive and purposeful curriculum, linked tightly to national curriculum objectives, that demonstrates that:

"With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible."
(Matthew 19:26).

Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St James C of E Primary School is a special place where we dream, believe, learn, and achieve.

Intent

At St James Primary School, we use geography to aid the knowledge and skill set of our children. Our broad curriculum is designed with clear objectives to enable maximum coverage of the curriculum objectives. The diverse culture of our school enables us to promote learning, personal growth, and development. Our curriculum includes not only the formal requirements of the National Curriculum, but also an exciting range of opportunities to enrich the experience.

We provide a quality education that enables our children to grow into positive, responsible role models who are prepared for their next stage of education or work. We encourage children to work and co-operate with others whilst developing the knowledge, skills and understanding within geography. We strive to provide a means of exploring, appreciating, and understanding the world in which we live and how it has evolved. Geography explores the relationship between the earth and its people. The teaching of geography begins in the Early Years supporting pupils to understand the world around them.

At St James, we lay the foundation for a progressively deepening knowledge and understanding of geography that will be useful to children in later life. The progression of substantive and disciplinary knowledge is well mapped for children and is available with further information on the school website: <https://www.st-james-farnworth.bolton.sch.uk/geography>

We also try to provide a range of enriching activities, where possible, such as visitors and trips.

Implementation

Geography teaching at St James will reflect the philosophy of the National Curriculum, covering the required knowledge alongside the geographical skills of fieldwork.

Work is planned to ensure progression of substantive and disciplinary knowledge in each phase, appropriate to the children's ages and abilities. For each topic, teachers use intent documents, which include Statutory and Non-Statutory National Curriculum objectives, which ensures planning is progressive, inclusive, and comprehensive. Teachers will use formal as well as on-going teacher assessment to adapt their planning where appropriate to meet the needs of all pupils. Leaders have created documents that clearly map out the progression of substantive and disciplinary knowledge so that knowledge is built upon as pupils move through the school. Leaders have also selected concepts in geography, that pupils revisit so that learning builds over time. The concepts for geography which children revisit with new learning so that concepts are deepened, are change, place, scale, environment, space, process, sustainability, and interconnection.

We instil practical aspects of geographical enquiry including asking questions, observing, and recording, expressing views and communicating findings. We strive to ensure geographical vocabulary; fieldwork skills and decision-making skills are embedded within our children.

Children are taught National Curriculum topics across phases due to the structure of classes at St James CEP. The overview for teaching is available on the website and in Appendix 1.

To ensure a broad and balanced curriculum, children will receive weekly, discreet Geography lessons during a teaching block (2 per year). Lessons also allow children to use skills across the curriculum such as reading, writing and maths skills. We create cross-curricular links with other subjects to ensure lessons are purposeful and relevant to the world in which they live. Children

will utilise discussion in their lessons to develop their substantive knowledge, to explore their own and other's thinking and clarify misconceptions. This also allows them to instil the importance of effective communication and expression of findings.

All children access the geography curriculum, and it is not narrowed at any point. Teachers make appropriate adaptations to teaching so that all pupils can reach the ambitious end points teachers set for them. Teaching staff use techniques of scaffolding, explicit instruction, cognitive and metacognitive strategies, flexible groupings, and technology to support learners.

Adaptive Teaching

Leaders within school ensure the highest ambition for all pupils and create opportunities to experience success. This is done by adapting lessons whilst maintaining high expectations by using: scaffolding, explicit instruction, cognitive & metacognitive strategies, flexible groupings, and use of technology (Mould, K. 2020 EEF). Teachers ensure the balancing of input of new content so that pupils master important concepts, i.e., 5-part teaching model, and make effective use of teaching assistants.

Long Term Memory

Knowledge empowers and nourishes children, it belongs to the many, not the few. A knowledge rich curriculum has the power to address issues of social disadvantaged and leaders at St James CE Primary have high ambitions so that all pupils can take full advantage of opportunities, responsibilities, and experiences in later life.

Learning can be defined as alteration in long term memory, with this being the case leaders have implemented strategies taken from cognitive science to enhance and support pupils in the transfer of new knowledge into their long-term memory.

Teaching staff have drawn on research focussing on Cognitive Load Theory, and teachers understand that pupils working memory is limited and that new content should be introduced to pupils in small and manageable steps to avoid overloading the working memory.

Research from Oliver Caviglioli has also been considered and leaders utilise strategies of dual coding to support pupils in integrating new knowledge into long term memory. By providing simple images to pupils when new content is introduced, they can use both visual and auditory strategies to process the information, forming a greater link with long term memory. Spaced retrieval is also a strategy employed by teachers to enhance pupils' retrieval and in turn secure knowledge into long term memory. Lessons typically begin with a daily retrieval opportunity and additional retrieval sessions are planned over the year.

Learning is a long-term process and teachers utilise four main strategies to support pupils in being successful and confident learners. The agreed strategies are:

- Knowledge organisers (Topic and Science).
- New content in small, manageable steps.
- Images to support new learning.
- Spaced retrieval practice.

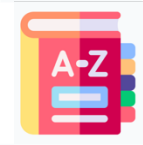
For each geography unit, children are provided with a 'Knowledge Organiser', these are one of the strategies use in school to improve long-term memory. They are used in class and at home to develop the retention of geographical knowledge and understanding and are regularly referred to throughout the year. Children are encouraged to revisit previous learning in other ways, such as quizzes and vocabulary games, to further embed their learning.

Teaching & Learning

Each teaching session in geography, follows the agreed school policy of teaching and learning, and is planned to support pupils long term memory development. There are 5 stages in each session:



Activate- teachers activate the appropriate schema and make long term links to learning that occurred in the past.



Vocabulary – teachers explicitly teach vocabulary that pupils need a deep understanding of to support their learning.



Retrieve – pupils complete a retrieval task relating to more recent learning such as self-testing key information from their knowledge organisers.



Teach – The teacher presents new information clearly and in manageable chunks.



Apply – pupils apply their learning by demonstrating their skills gained.

Assessment

Teachers use formal as well as regular on-going teacher assessment to adapt their planning where appropriate to meet the needs of all pupils. End of unit attainment is tracked so that leaders can ensure pupils are making at least good progress through their learning.

Teaching staff utilise strategies of verbal feedback to support pupils with their learning. Whole class feedback grids are utilised to capture areas of work to praise and share, misconceptions and teaching points, presentation and adaptations used to support pupils.

Reading

Pupils have regular opportunity to engage with texts which are academic and support their knowledge acquisition. Teachers ensure texts are age appropriate and teachers explicitly clarify any new vocabulary to support pupils learning.

Impact

Geography makes its own distinctive contribution to the school curriculum and the wider curriculum. Through teaching geography at St James, we prepare the pupils for adult life and employment whilst building on their knowledge of places and environments throughout the world. Geography pulls together knowledge and skills and inspires pupils' curiosity and fascination about the world and its people.

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