

## St James the Less Geography Policy



### Intent

- To inspire and ignite curiosity about the local community and the wider world.
- To understand geographical processes.
- To become a globally responsible citizen who cares for our planet.

We aspire for Geographers at St James the Less RC Primary to leave our school as globally responsible citizens with curiosity, and a sense of responsibility, for the changing world. Our curriculum aims to enable pupils to think hard about comparing and contrasting places, locations, physical and human features, processes, patterns, relationships, connections, environmental challenges, cause, effect and consequences as well as reasoning and explaining change.

### Implementation

At St James the Less, our geography curriculum is based on the National Curriculum, following a CUSP curriculum. The Senior Leadership Team and Subject Leader have carefully mapped this out, using the CUSP sequence of learning, throughout school, to ensure that all aspects of the National Curriculum, and learning beyond the National Curriculum, are covered; that learning is sequential and progressive.

Each term, every class has a new topic, which builds on prior learning from within and across year groups. Geography is then taught across the term to ensure coverage of the outlined knowledge and skills. Geography is linked to the class topic, when purposeful links can be made. When links cannot easily be made, geography is taught discretely. A spiral approach is used, with opportunities for revisiting and linking previous knowledge, encouraging 'sticky learning'. Our geography curriculum is knowledge-based, with the aim of creating independent learners who are equipped to apply this knowledge, alongside skills acquired along the way, to real life.

When teaching geography, teachers explain what they want pupils to know, understand and be able to do through the geography they are about to do; use a key question to direct pupils' thinking / enquiry;

vary the resources and activities to ensure each pupil can learn effectively; use 'Thinking Tasks' to ensure that the children have the opportunity to apply their learning within every lesson, assess how they learn and how well they are progressing; plan opportunities for fieldwork to provide cultural capital. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge.

## **Impact**

By the time children leave St James the Less, as geographers, they are confident and articulate with technical vocabulary and inspired to be curious explorers of our world. They have a growing understanding of global issues and their responsibility as citizens of the world.

The children of St James the Less, are able to use explicit vocabulary to show their subject knowledge and become more expert in their understanding. They become a little more expert as a geographer by Thinking Geographically. They 'Think Geographically' through:

- o Place
- o Space
- o Scale, and
- o Interdependence

The impact of our curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes ambitious vocabulary and content. Each unit has a unit quiz which can be used at the start and/ or end of the unit.

## **Assessment and Record keeping**

Sequence of Learning evident in Geography books. Y1 – Y6 books follow them through school.

Evidence in Big Books where appropriate

End of year assessment is based on National Curriculum standards

Subject leader gathers samples of work and pupil voice throughout the year

Quiz at the end of a unit

Policy revised July 2022