



St Jude's C of E Primary School's Subject Stories Geography



"Geography is the subject that holds the key to our future." (Michael Palin)

Intent

At St Jude's we endeavor for our children to be curious and fascinated about the world around them and be inspired by their geography learning. They will be equipped with knowledge about diverse places, people, resources and natural and human environments.

In geography, we are clear that Intent is the knowledge and skills the children acquire in our curriculum, which builds towards clearly defined end points.

In **EYFS** children are taught 'Understanding the World' where they can begin to make sense of their physical world and their community. By giving Reception children the chance to meet different members of society and explore new places near them, their knowledge and sense of the world around them will increase.

In **key stage 1**, our curriculum ensures that children develop key knowledge about the world, the United Kingdom and their locality. They are taught basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In **key stage 2**, children build on their prior learning. The curriculum extends their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America, enhancing their locational and place knowledge. The location and characteristics of a range of the world's most significant human and physical features is learnt, and the children are able to describe these using their wider geographical vocabulary.

By the end of their time at St Jude's, our children will be equipped with:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.



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Implementation

In humanities sessions, key geographical skills are taught and closely connected to the topic each class is learning about. In Reception, children are deepening their understanding of the world around them through focused activities with an adult and in their classroom through continuous provision.

At St Jude's we aim to encourage children's geographical understanding with a range of exciting topics that build upon their prior learning, ensuring opportunities for links with previous year groups. Furthermore, the holistic nature of our topics provides many cross curricular links that enable the children to feel they have fully accessed and been exposed to elements of the curriculum in an engaging and relevant manner.

Each class has access to a range of resources that will deepen their understanding of different areas of the geography curriculum. We have a full class set of iPads and atlases, which are used for map work, and conducting research on different geographical subjects.

Trips take place when possible to create instant engagement with the topic, and to ensure that the knowledge becomes sticky for our children. These include experiences of fieldwork that deepen children's understanding of geographical processes.

Impact

- ✓ Children are assessed on their understanding of a range of skills used within their work and their ability to use new, relevant vocabulary
- ✓ Children are able to communicate geographical information in a variety of ways, showing both their skills and knowledge of the subject.
- ✓ Children enjoy their topic lessons and gain key understanding, including locational and place knowledge as well as human and physical geography.
- ✓ In Reception, Tapestry will show observations of children's understanding of geographical concepts and their increased range of vocabulary to describe the world around them.

If you were to walk into Geography lessons at St Jude's, you would see:

- **A wide range of physical resources** – including atlases, globes, and relevant non-fiction texts will help the children take ownership of their learning and develop their understanding of the subject.
- **Relevant trips to extend and engage children within their learning** – every half term children experience either a trip to encourage their learning and enable them to take part in a variety of different or a visitor to school to show them a range of resources and opportunities to further their learning of a topic.
- **The use of key vocabulary throughout the school and children taking ownership of their learning** – teaching staff ensure key vocabulary is displayed throughout their interactive whiteboard slides as well as in displays and word banks so that the children are able to access them frequently. Children also have the opportunity to explain their key findings through a final topic lesson that allows them to express their ideas creatively using all learning from that topic.

Pupil Voice

Year 1 Pupil: 'I enjoyed learning about paleontologists and where different dinosaurs came from.'

Year 3 Pupil: 'I loved learning about the Anglo-Saxons and their voyages across the seas and oceans.'



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An example of skill progression within our Geography curriculum

Geography aspect: Developing an understanding of local environment and worldwide weather patterns						
Reception: Talks about the features of his/her own immediate environment and how environments might vary from one another (ELG)	Year 1: I can describe seasonal weather changes	Year 2: I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Year 3: I can explain about weather conditions / patterns around the UK and parts of Europe	Year 4: I can explore weather patterns around parts of the world	Year 5: I can understand about weather patterns around the World and relate these to climate zones	Year 6: I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

Our Diverse Curriculum

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum. We have developed anti-racist commitments, and endeavor to fulfill these in every curriculum area, including geography. Within this subject, we will ensure:

- Where appropriate, geography lessons will focus on a diverse range of genders, ethnicities, social classes, religions and localities, in order to gain an insight into the world we live in.
- By teaching topics, such as Benin, Vikings and the Caribbean children are able to see further than the area they live in and learn about different countries, continents and conditions.
- Other opportunities are utilised to explore, promote and celebrate diverse figures, such as Family Learning Projects, Home Learning activities, newsletter items, Twitter posts, World Book Day, Science Week, and local community events.

Remote learning:

Whilst children are learning remotely, the following approaches are taken to ensure geography teaching and learning is consistent and of a high quality:

- Staff continue to provide weekly humanities lessons focussing on a history or geography skill, linked closely to their topic for the half term.
- Lesson slides are consistent with those provided in school and have video or audio guidance attached when appropriate.
- Prior learning is recapped so that pupils learning sticks with them.
- Key websites to engage children with their topic are shared.
- Pupils upload one piece of humanities learning per half term which is given feedback by staff.



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Outstanding examples of learning



WE charity visited St Jude's



Year 4 on a trip to the river Thames



Year 1 learning about pirate voyages across the seas.

Successes in 2020-2021

- ☺ Humanities diversity plan saw an increase in diversity across the geography curriculum in all classes at St Jude's.
- ☺ Geography sessions remained in place during remote learning and quality of these sessions remained to a high standard.

Priorities for 2021-2022

- 🎯 **Support and guidance in enhancing learning through the use of relevant topic visitors:** Showing the relevance of our learning through establishing connections with people in the local community, who work in relevant subject areas.
- 🎯 **To develop a stronger knowledge based curriculum** through the use of knowledge organisers and half termly multiple choice quizzes to help engage children's long term understanding of topics
- 🎯 **Continue to form strong relationships with outside organisations such as WE.**