

## **Curriculum Intent - Geography**

Geography at St Christopher's has been carefully planned to help our children acquire all the skills and knowledge they need to move on to the next stage of their education, in line with our ethos of nurture and living a life of fulfilment. Our children come from a wide variety of backgrounds and our aim is for no child to feel disadvantaged because of their lack of experience or knowledge. The topics covered involve enrichment activities, vocabulary building and regular trips out to places in our local area, to enable the children to develop their understanding of the world they live in.

### **Implementation**

The topics for each year group are available on the curriculum page of the school website. These have been specifically chosen so that children's knowledge and skills are progressing through the year groups, ensuring full coverage of the national curriculum.

For example, in year one the children learn about oceans, including naming some of the main oceans of the world and finding them on a map. In year 6, the study of Extreme Earth looks at the world's oceans again, in the context of tsunamis, volcanoes and earthquakes.

As an example of skills progression across the year groups, Year 1 begin to compose simple maps of their journey to and from school this is developed in Year 2 and Year 3 where children learn to recognise human and physical features of their surroundings in order to devise maps. In Upper School this is further developed by using maps, atlases, globes and digital mapping to locate countries and landscape features.

### **In our books you will see:**

1. Progression
2. Pupil reflections on learning
3. Some examples of extended writing
4. Examples of note taking

### **Tracking attainment and progress:**

**Progress in geography is monitored through marking of children's books to ensure they have understood and retained the content of each lesson. Throughout the school, teachers encourage the children to discuss their learning and understanding. These discussions inform teachers assessment of the children's understanding of the topic.**

**At the start of every topic children are asked to show their current knowledge in a mind map or similar fashion, including their knowledge of *geographical skills*. At the end of the topic children revisit this mind map and add to it. Teachers use these mind maps to inform planning of the next**

**geography unit. These may be completed as a whole class as well as individually.**

**How we fulfil our vision:**

- Sharing of good practice
- Pupil Voice
- Lesson observations
- Planning and book scrutinies
- Monitoring carried out termly

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