



St Merryn Geography Curriculum Overview

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1. Rationale for the curriculum, including the purpose and the key ideas

At St Merryn we aim for a high-quality geography curriculum which should inspire pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography is about diverse places, people, resources and natural and human environments, combined with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Pupils consider both the contextual and locational knowledge of globally significant places, including defining their physical and human characteristics. As they do this, children develop a geographical context of both terrestrial and marine environments. Geography helps pupils to understand how key human and physical geographical features of the world change over time which can help them understand more about the areas they live in as well as similar patterns in a different area of the world. We encourage our children to build on previous knowledge that they have been taught before and develop a geographical understanding of the world over time.

The intent of the geography curriculum at St Merryn is to equip pupils with knowledge to collect, analyse and communicate with a range of data, gain experience of fieldwork, interpret maps, diagrams, globes and aerial photos and learn about specific countries/continents in greater depth.

2. Subject planning, delivery and assessment

Planning

- St Merryn has developed a two-year rolling plan with regard to the coverage of National Curriculum requirements.
- Access to the Geographical Association website for support and example schemes of work.
- Geography lessons are planned so that they build upon the prior learning of the children.
- There is planned progression built into the schemes of work and rolling curriculum programme at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.
- A curriculum map and curriculum provision map are in place to show the progressive stages the children access as they move through the school.

Delivery

- St Merryn geography delivery has regard to the knowledge and skills stated in the National Curriculum.
- Units are planned to include specific key questions which are focused upon factual, conceptual or debatable content.
- We follow an enquiry-based model, and each lesson begins with a question to engage the children. During and at the end of the lesson it is referred to and checked to see if the lesson has enabled the question to be answered.
- Children will be offered the learning objectives/enquiry question which is visible throughout the lesson.
- Knowledge organisers are used to highlight key learning children have covered or are yet to cover so appropriate discussions can be formed. They include any key vocabulary in a separate box. These enable children to have access to key knowledge and vocabulary at any time which are stored in their 'Knowledge Organisers and Magpie Files'.
- Key vocabulary will be introduced to children and modelled throughout the lesson by teachers to promote accurate use and understanding with the aim that children begin to use this vocabulary as well. Children are encouraged to use this vocabulary to 'Talk like a Geographer...'
- Knowledge from previous geography learning is referred to wherever appropriate. Children will also collect a number of knowledge organisers each year in which they will continue to take with them and use as they progress through the school.

Assessment

- St Merryn school uses formative and summative assessment within geography.
- Within each lesson, children are encouraged to make judgements on how they can improve their work according to the lesson objective and success criteria as well as give critical feedback to peers. Teachers make formative judgements and give oral or written feedback as necessary to inform future progress.
- On completion of a piece of work, teachers assess and make a judgement about the work of each pupil in relation to the National curriculum objectives and progression statements. Children are encouraged to self-assess what they have learnt and how they can improve their learning.
- With the new addition of floor books to St Merryn School, these are a way of showing progression within a unit and how children have developed their knowledge from the beginning to end of a unit.
- Knowing more remembering more will be assessed through the completion of blank knowledge organisers and sticky facts quizzing.
- Microsoft forms is used to assess knowledge over time and at a distance.

3. A clear rationale for the curriculum, including the purpose and the key ideas

- The development of this curriculum has taken place within school to ensure the acquisition of knowledge and skills which enable pupils to enquire, research and analyse in geography.
- Units of work have been chosen with regard to the National Curriculum objectives and progression overview, allow for assessment opportunities and enable lessons to be taught that cover a wide range of geographical knowledge and skills.

- An effective curriculum in Geography comes from a combination of sources; including working collaboratively with external practitioners and teachers, and membership of groups such as The Geographical Association.
- Throughout the subject, the National Curriculum objectives (2014) are at the core of the pedagogy and curriculum design.

4. Monitoring and evaluation of intent, implementation, and impact of lessons

Monitoring and evaluation of intent

St Merryn is dedicated to maintaining an up-to-date stance with the development and implementation of the curriculum content. Therefore, it is important to St Merryn that we seek and utilise the most recent information from:

- o The Geographical Association website
- o Kernow School Improvement Lead meetings – Termly
- o Ofsted

Implementation and impact of lessons

Subject leadership time is allocated to allow for the subject leader to carry out learning conversations and planning scrutiny to ensure that the above curriculum delivery is followed as per this document and the subject policy.

Impact of lessons will be monitored by teachers formatively throughout a unit of work. Teachers can be supported by the subject leader to aid the impact of lessons where required. At the end of units, teachers and the subject lead can assess the impact of teaching and make action plans as appropriate. This may include supporting teachers, evaluating lesson plans used or the resources of the school.

5. Action plans related to whole school SIP

See the Action Plan.

6. Connectivity: a statement on how the subject works alongside other subjects

Connectivity runs throughout each element of the curriculum at St Merryn.

Where possible and appropriate, connections can be made between other subject areas and Geography for example:

- English through debate, creative and factual writing (story writing, information texts, debate and discussions)
- English (and all other subject areas) using new vocabulary that is encouraged
- Application of number (dates, coordinates)
- Computing Skills (researching and recording ideas including iPads and Chromebooks)
- Our school rules and values (creativity, curiosity, knowledge, perseverance, pride and respect)
- Assembly topics (Geographical events e.g. Chinese New Year, Australia Day, St Patrick's Day, Earth Day. This may include books/stories chosen by students and staff with their responses and feelings about the subject.

- Films and/or TV programmes.
- Places visited from children/staff discussing in relation to locational knowledge or on local fieldwork trips
- Art for example where an artist comes from, using landscapes and locations for inspirations
- DT for example creating models of geographical concepts such as the formation of mountains
- RE for example where religious ceremonies and events take place

7. Budget

The geography budget is overseen by St Merryn's Executive head and Head of School. The curriculum lead can complete a requisition form for particular resources that are needed. The spend is focused on enabling the success of the Geography action plan and curriculum.

8. Governance

At St Merryn LAB members work together and share time between subject areas. At reviews points set out across the year, governors will be consulted with regards to all aspects of the Geography curriculum using this document, and subsequent updated versions, as an agenda to provide focus points for discussion.

During subject area discussions, the subject leader will compile a presentation to update the governors on the position and direction of the subject area.

9. Risk assessments

In light of COVID-19, St Merryn have followed government advice and have adhered to the class safety specific rules as well as national restrictions.

Currently, Geography in St Merryn is covered by the school risk assessment.

Off-site visits and peripatetic staffing

For off-site visits risk assessments will always be sought, reviewed and approved by Exec. Head, Head of School and Subject leader before any trips can go ahead.

Relevant risk assessments will be kept in a folder on the Staff shared drive and also a paper copy will be taken on the relevant trip with the off-site trip leader.

10. Peripatetic staffing and non-teaching staff

Peripatetic staff are permitted to work within the school setting again following the outbreak of COVID-19.

All staff who plan to teach lessons in school will have to provide the appropriate lesson planning and risk assessments to the subject leader so that these can be added to the subject profile. All organised external teaching will only be approved when the knowledge of the curriculum adherence is sufficient.

Geography visitors

With geography visitors, school staff are always present during these visits.

11. Examples of pupils' work

Work scrutiny is carried out by SLT and the Geography co-ordinator to monitor:

- Consistency in curriculum delivery
- What is being taught and when
- Evidence of progression

This can be completed through regular 'book looks', examples of learning through class floor books and through pupil conferencing.

12. Extra-curricular activities

Our extra-curricular activities provide opportunities for the children to explore geography such as through after school clubs, our Harvest Festival in the Autumn Term and Arts Night in the Summer Term often link to themes we have covered in Geography. There are also other opportunities throughout the school academic year to cover geography in themed days such as World Book Day if we chose to complete a geography theme.

13. EYFS: how the subject is working to the standards set out in the EYFS framework

Geography interweaves through all areas of learning and development in EYFS and it is an integral part of the learning covered throughout a child's journey in Nursery and Reception. Specifically for geography, EYFS cover the aspect of 'Understanding of the World' which is particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Understanding the World involves guiding children to make sense of their physical world and their community. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

14. EYFS – information on outdoor play facilities

Our outdoor areas provide many opportunities for the children to explore and develop their geography skills. Children explore their Nursery and EYFS outdoors area, exploring their surroundings using experiential learning. They also have the opportunity to explore and experience our woodland area where trails and simple map work can begin.