

How we teach the wider curriculum

Geography

At St Peter's, Cowfold we aim to give our children a geography curriculum which enables them to become confident, creative and independent learners who can explore the use of different knowledge and skills throughout topical learning.

Furthermore, it is our aim that through geographical learning, children will become accountable citizens, understanding their role in protecting our world and environment and knowing how they can cause positive change and development as they grow.

Subject Concepts

The outcomes of the national curriculum are achieved through our concept-based curriculum. Our subject concepts are a helpful way to organise a curriculum as they provide learners with a disciplined way of thinking about curriculum content. Subject concepts come up repeatedly in each subject within our curriculum, supporting learners to assimilate new knowledge into growing schema.

To achieve the aims of The National Curriculum, we have organized the progression of learning within the following **Geography Subject Concepts:**

- **Locational Knowledge** – I know where places are
- **Place Knowledge** – I know what places are like
- **Human Geography** – I understand the processes that give rise to key human geographical features of the world
- **Physical Geography** – I understand the processes that give rise to key physical geographical features of the world
- **Geographical Skills & Fieldwork** – I can collect, analyse, interpret and communicate geographical information
- **Working Geographically** – I can think geographically: asking questions, identifying patterns / processes, explaining the world, explaining changes and noticing how it is interdependent and interconnected.

Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs

Our children apply their knowledge and skills that are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

Small Steps Progression

Each subject concept has progression indicators called small-steps. The small-steps outline what intended knowledge pupils should attain during each milestone. We refer to the substantive knowledge as 'I know' knowledge and disciplinary knowledge as 'I can' knowledge. The small step documents, that describe this progression, are organised into 4 milestones. These are:

- ❖ Early Years Foundation Stage
- ❖ Milestone 1 – Year 1 and 2
- ❖ Milestone 2 – Year 3 and 4
- ❖ Milestone 3 – Year 5 and 6

Assessment

We assess the 'I know' knowledge and 'I can' knowledge each term. Within a particular milestone, a teacher assessment is made for each learner's level of knowledge: emerging, advancing and deepening. These levels of knowledge represent 3 cognitive domains.

Emerging

Low-level cognitive demand. Involves following instructions.

Advancing

Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.

Deepening

Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

Geographical Enquiry

A pedagogy employed in geography is termed 'Geographical Enquiry', which naturally lends itself to teamwork, the development of growth mind-sets and Christian Values.

Central to the study of geography is the chance for children to investigate 'Their Own Questions'. At St Peter's we spark their interest in an area of geography, give them the background knowledge to ask good geographical questions. Teachers then facilitate enquiry into those questions, to hold the pupils' interest.

National Curriculum Coverage

A Topic Based Approach

In order to ensure we have cross curricular links and the opportunities for purposeful, quality outcomes St Peter's operates a 'Topic Based Approach' to curriculum coverage. However, some subject content doesn't lend itself to being taught in a 'Topic Approach' and is taught discretely in its own right (e.g. much of maths and many areas of Science, RSHE or RE). History is a subject that lends itself to a Topic Approach and it is one of the three over-arching topics that a class will study in an academic year. One term is broadly HISTORY topic based, a second term is GEOGRAPHY based and the third term is based on BOOKS with one, or more, key texts as the focus.

In Key Stage 1:

Each school year, in Class 1 & 2, at least one of the topics in each school year is mainly driven by Geography.

CYCLE A – Exploring Africa

CYCLE B – Ocean Rescue

Elsewhere in the academic year the cross-curricular nature of EYFS & KS1 means pupils 'bump into Geography' where it fits in appropriately in their various learning journeys.

In Key Stage 2:

The National Curriculum, under 'Place Knowledge' specifies:

Pupils should understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

The Structure of Units of Study in KS2

Each school year we will have:

- **ONE MAJOR GEOGRAPHY UNIT** – For one term per school year the main HUMANITY subject taught will be Geography and it may also form a driver for cross curricular work in a 'Topic Approach', linking closely with purposes for writing in English.**
- **GEOGRAPHICAL SKILLS LINKED TO HISTORY UNITS - In the other two terms per school year, an appendix of this document outlines the map work and geographical skills that should be covered when studying the two other topics (One READING Focussed and one HISTORY Focussed).**

This is summarised on the table below.

MAJOR GEOGRAPY UNITS OF STUDY FOR KEY STAGE 2

CLASS	TERM	<u>CYCLE A</u>	<u>CYCLE B</u>
YEAR 5/6	AUT		
	SPR		FRANCE**
	SUM	<p>FIELD WORK AND SETTLEMENT LOCATION**</p> <p>Linked to History Unit on THE STONE AGE TO THE IRON AGE*</p>	
YEAR 3/4	AUT		
	SPR		
	SUM	<p>HORSHAM vs A COMPARITIVE UK LOCATION**</p> <p>'Cities & Mountains Unit'</p>	BRAZIL**

Additionally, the specific Geographical Skills detailed in Appendix 1 will be covered in school calendar terms that don't have a MAJOR Geography Unit in them.

Appendix 1 – Geographical Skills Linked with Non-Geography Topics – Key Stage 2

CLASS	TERM	<u>CYCLE A</u>	<u>CYCLE B</u>
YEAR 5/6	AUT	<p>WORLD WAR TWO</p> <p>Map work linked to WW2</p> <p>Map of Europe & The World</p>	<p>ANCIENT GREECE</p> <p>Map work linked to Ancient Greece</p> <p>Map of Europe & Greece</p>
	SPR	<p>DARWIN'S DRAGONS</p> <p>Map of the world – Where are The Galapagos Islands? Voyage of The Beagle.</p> <p>Evolution of The World – Plate Tectonics</p>	<p><u>FRANCE</u></p> <p>Human and physical geography in a region in France</p>
	SUM	<p><u>SETTLEMENT</u></p> <p>What factors have determined where humans built settlements?</p> <p>Linked to THE STONE AGE TO THE IRON AGE</p>	<p>THE ARRIVAL</p> <p>Map work linked to Immigration</p> <p>Map of Britain & The World</p>
YEAR 3/4	AUT	<p>ROMAN BRITAIN**</p> <p>Map work linked to The Roman Empire</p> <p>Map of The Mediterranean & Britain</p>	<p>ANCIENT EGYPT**</p> <p>Map work linked to Ancient Egypt</p> <p>Map of Europe & Africa</p>
	SPR	<p>EXPLORERS</p> <p>World Map – Location of Poles, Arctic, Antarctic, The Himalayas and Mount Everest. Physical Geography – Mountains and Climatic Regions</p>	<p><u>BRAZIL</u></p> <p>Human and physical geography in a region in South America</p>

	WNS	HORSHAM vs COMPARITIVE UK LOCATION <u>'CITIES & MOUNTAINS'</u>	WE ARE BRITAIN Map work linked to Scots, Saxons & Vikings Map of Europe & Britain
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