



## GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community and make it a place they are proud to call home.**

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# Geography

## Intent

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## 1. Curriculum Vision

Our aim is to inspire and ensure that our pupils are naturally curious about the world they live in. Geography is being able to link practical experience with engaging ideas, suitable for all learners. To promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We are committed to providing pupils with opportunities to investigate and make enquiries about their local area of Birmingham so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

Pupils should also recognise the cultural significance of geography in today's world. Geographical enquiry encourages questioning, discussion, investigation and critical thinking about issues affecting the world, improving spoken vocabulary and pupils understanding of how geography affects their own lives, the direction of society and the future of the world.

## 2. Curriculum Aims

We ensure that all pupils are provided with rich learning experiences that aim to:

- Prepare our pupils for life in an increasingly scientific and technological world today and in the future.
- Help our pupils acquire a growing understanding of the nature, processes, human and physical features of geography region.
- Help develop and extend our pupils' geographical concept of their world.
- Build on our pupils' natural curiosity and developing a geographical approach to problems.
- Encouraging open-mindedness, self-assessment, perseverance and developing the geographical skills of including: observing, measuring, communicating, interpreting, explaining and evaluating.
- Develop the use of geographical language, recording and techniques.
- Develop the use of computing in investigating and recording.
- Make links between geography and other subjects.
- Pupils are encouraged to ask their own questions and be given opportunities to use their geographical skills and research to discover the answers.

## 3. National Curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## 4. Why study Geography in this way?

### a) Why has this knowledge been selected?

At St John's and St Peter's School, we encourage pupils to be inquisitive throughout their time at the school and beyond. The geography curriculum promotes curiosity about the universe, helps to obtain and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We believe geography encompasses the acquisition of knowledge, concepts, skills and positive attitudes. The curriculum is coherently sequenced to ensure that pupils have a varied and balanced curriculum that provides the opportunity for progression across key stage 1 and key stage 2.

Throughout the programmes of study, pupils will acquire and develop key knowledge that has been identified within each topic and across each year group, as well as the application of geographical skills. They have the opportunity and are encouraged to learn beyond the local area to include the United Kingdom and Europe, North and South America. This will include: The location and characteristics of a range of the world's most significant human and physical features; To also understand geographical similarities and differences between human and physical geography of region; Develop geographical skills by using maps, globes, atlases and digital computing maps as well as use fieldwork to observe measure, record and present human and physical features in the local area.

### Opening Worlds

Additionally, at St. John's and St. Peter's C of E Academy, we have adopted a new curriculum which starts in KS2. Opening Worlds is a knowledge-rich humanities programme for teaching geography in Years 3 to 6. As a school we are provided with curriculum resources together with training, support and ongoing programme-related professional development for our teachers.

This approach has a coherent, chronological and rigorous structure that ensures that links are not only made across individual subjects but also across each of the topics covered. This means that knowledge is gradually and successfully built upon and children make explicit links using their previous knowledge. This is consistently revisited and retrieved.

The build-up of all this knowledge, over time, gives pupils a vocabulary that grows and grows, feeding into subsequent topics and freeing up memory space for new vocabulary. Through the Opening Worlds curriculum and its pedagogy (through the ten techniques) makes the most of these natural contours of the subject and is highly systematic. It is systematic about teasing out the ideas, vocabulary and skills which need to abide in memory. It is systematic about ensuring that they do abide in memory, not merely by random quizzing and retrieval practice but by revisiting them, re-using them and practising them in new contexts. Thus, pupils arrive at new material, and can 'progress' into this new knowledge because they have earlier knowledge which makes sense of the new context, because they already recognise essential vocabulary that they will need and because all this security has freed up memory space to learn the new material and vocabulary too.

## b) Why is it taught in this order?

To ensure that pupils develop a secure knowledge that they can build on, our Geography curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

Pupils are exposed to learning new experiences, which allow them to explore their outdoor environment and locality, thus developing their geographical enquiry and skills. They are immersed in geographical vocabulary, which aids pupils' knowledge and understanding not only of the topic they are studying, but of the world around them. We ensure that enquiry skills are built-on and developed throughout pupils' time at the school so that they can apply their knowledge of geography when using equipment, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.

We ensure progression by building on learning and skill development from previous years. From Reception, pupils are encouraged to explore the environment, examine photographs, simple maps and visit local places. In Year 1 pupils explore our country 'UK' to name, locate and identify characteristics. They also look at geographical similarities and differences of two capital cities e.g., London and Brasilia. In Year 2 pupils name and locate the continents and oceans of the world.

The following key themes run through the Opening World curriculum:

<i>Human geography</i>	<i>Physical geography</i>
<ul style="list-style-type: none"><li>• Economic activity and trade</li><li>• Population and migration</li><li>• Resources</li><li>• Settlements</li><li>• Sustainability<sup>5</sup></li></ul>	<ul style="list-style-type: none"><li>• Biomes</li><li>• Landscapes and processes</li><li>• Natural hazards</li><li>• Oceans</li><li>• Weather and climate</li></ul>

There is a natural progression within each of these themes and there are also links and resonances between them. Paying careful attention to sequencing when building the curriculum affords opportunities to create readiness for later learning for example:

1) Settlements →

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Year 3</i>	1 Rivers 2 Mountains	1 Settlements 2 Agriculture	1 Volcanoes 2 Climate and biomes
<i>Year 4</i>	1 Rhine & Mediterranean 2 Population	1 Coastal processes 2 Tourism	1 Earthquakes 2 Deserts
<i>Year 5</i>	1 Why is California so thirsty? 2 Oceans	1 Migration 2 North and South America	1 The Amazon 2 Interconnected Amazon
<i>Year 6</i>	1 Energy and climate change 2 Ethiopia	1 Changing Birmingham 2 Jamaica	1 & 2 Local area enquiry









As with the substantive knowledge themes, we have also selected place studies to strengthen and reinforce place knowledge between geography, history and religion. For example: The Rivers unit in geography, includes a detailed case study of the River Indus in South Asia, which provides a locational framework and developing sense of place as a starting point for the history unit on Indus Valley civilisation.

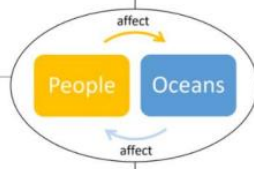
### Disciplinary Knowledge

Some examples of questions that geographers ask and answer about these aspects of disciplinary knowledge are shown in the table:

<i>Change</i>	<i>Diversity</i>	<i>Interaction</i>
<ul style="list-style-type: none"> <li>• What is the nature, rate, and extent of change?</li> <li>• How was this place or environment different in the past?</li> <li>• How might it be different in the future?</li> <li>• Which future paths are possible/preferable/probable?<sup>15</sup></li> </ul>	<ul style="list-style-type: none"> <li>• How do the characteristics of this place or environment vary over space?</li> <li>• How is this phenomenon distributed?</li> <li>• What are similarities and differences over space?</li> <li>• What are similarities and differences <b>within</b> and <b>between</b> places or environments?</li> </ul>	<ul style="list-style-type: none"> <li>• How and why are different places, phenomena or events connected and not connected?</li> <li>• How and why are places interdependent?</li> <li>• What are interactions like within the physical world? ...within the human world? ...between the human and physical?</li> <li>• How and why does one place, phenomena or event <b>affect</b> another?</li> <li>• Why does change happen? By what <b>processes</b>?</li> <li>• Are there inequalities in the interactions between places?<sup>16</sup></li> </ul>

Here is one example of repeated encounters with interaction, from Year 3. In this case, the interaction is between people and a physical environment, first mountains and then oceans. In the mountains synoptic task Year 3. By Year 5, the interaction focus is more complex and more explicit in the synoptic task. Children are by now familiar with interpreting flow diagrams, and a central diagram reminds them of the two-way interaction between people and their environment.

 <p>What's the weather like in mountainous regions?</p>	 <p>What is the land like in mountainous regions?</p>
<p>How do people live and work with mountains?</p>      	

<p>How do people and oceans affect each other?</p>	
<p>How do oceans affect people?</p> <p>1.</p>	<p>How do people affect oceans?</p> <p>1.</p>
<div style="text-align: center;">  </div> <p>2.</p>	
<p>Which effects are helpful? Shade helpful effects in green. Which effects are harmful? Shade harmful effects in red.</p>	

### c) How are Geography lessons taught at St John's?

#### KS1

Geography lessons are taught weekly, once a term. Each lesson begins by focusing on a re-capping prior learning to support the pupils in retaining their knowledge at understanding. Once the new learning has been introduced, a variety of teaching approaches are used based on the teacher judgements such as, child led, work independently or in groups to apply their knowledge and further their understanding. We utilise the local area to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum.

At the end of each lesson children are given the opportunity to answer a question about what they have learnt to support them to reflect on their learning and for practitioners to assess next steps before completing the end of unit quiz.

#### KS2

Geography lessons are taught weekly every half term. Each topic has a chapter book which includes story/ text. Each lesson starts with a recall using previous vocabulary learnt. Teachers will then pre teach vocabulary which then follows onto story telling. Pupils then learn new vocabulary, practise saying the word several times with questions, so it is embedded in their knowledge. Pupils will continue to read the rest of the story having learnt the new vocabulary and will complete a task.

Throughout each lesson, pupils are given the opportunity to secure their knowledge through quizzing and retrieval questions. This is done as they go along, say the sentence quickly using the new vocabulary to check understanding and answer quiz/ questions that they know.