



Our Geography Curriculum at Deeping St. James



Intent Statement

At Deeping St. James Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We pride ourselves on our creative learning environment and classroom displays.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Deeping St James enables children to develop substantive knowledge; this includes place knowledge, human, physical and environmental knowledge as well as developing geographical skills. Children are also given the opportunity to think as geographers and develop disciplinary knowledge alongside each strand of substantive knowledge. Hence, children get the opportunity to become a geographer and develop habits to think geographically.

We seek to inspire children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; 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. Map reading embeds the geography curriculum; through being able to interpret a range of maps, children develop spatial thinking and how places are connected. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Deeping St James and also to their further education and beyond.

Implementation

Geography learning at Deeping St James begins in the EYFS and children are given opportunities to acquire a wide range of vocabulary and develop a sense of place; they also begin to create simple maps. Geography at Deeping St James is taught in blocks throughout the year, so that children can achieve depth in their learning. The scheme "Oddizzi" have identified the key knowledge and skills and ensures full national Curriculum coverage.

Three geography led topics are set out each year; these are then implemented using the Oddizzi medium term plans and schemes of work. Core skills, knowledge, vocabulary and concepts acquired in the autumn and spring terms are applied towards the end of the year in the context of a place-based study. Consideration is given to how the substantive knowledge is built upon and is supported by the progression of key knowledge within the 'to know more, remember more' blue folders. Map reading skills are at the heart of the curriculum and children are taught to read maps to automaticity. There is a progression of mapping skills as well as Greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion; SEND pupils are expected to access the geography curriculum but teaching methods may need to be adapted. Fieldwork is an integral part of our geography curriculum and the local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Regular school trips provide further relevant and contextual learning.

We measure the impact of our curriculum through the following methods:

- Learning walks and professional dialogue with teachers.
- Accessing children's understanding of topic linked vocabulary before and after the 'knowledge and skills' have been taught.
- Summative assessment based on pupil discussion about their learning/termly data input
- Images and videos of the children's practical learning • Interviewing pupils about their learning (pupil voice)
- Moderation staff meetings where pupil's books and class portfolios are scrutinised and there is an opportunity for dialogue between teachers to discuss the learning and teaching in their class. Next Steps:
- Audit resources and share with staff
- Liaise with staff and purchase new resources to link with topics taught