Geography Curriculum Rationale

At St Thomas of Canterbury, we believe that high quality geography education develops children's curiosity and understanding of the world around them and instils in them the desire to find out more.

Children will learn to explore their world geographically by: asking geographical question; assessing and critically evaluating potential answers to those questions; making reasoned judgements based on evidence; understanding and empathising with the views of others; considering possible actions/reactions and their consequences.

require deeper thinking.

Exploring the world in this way will enable children to

INTENT



Alignment to **National Curriculum**

The geography curriculum at St Thomas of canterbury uses the National Curriculum as a basis for its content and framework. The Rising Stars scheme and Ark scheme are used to support teachers where needed.



Having mastered the powerful geographical knowledge identified by our school, children moving on to secondary school will be able to: recognise that people perceive situations and places differently; to value the importance of local context in understanding the relevance of wider global connections; to have a sense of citizenships and justice rooted in our Catholic faith, which gives confidence to challenge and support different viewpoints.

South America and Y6 children learn about the Amazon

Young (2008) says that knowledge is crucial for social

justice. All children have a right to know and remember the

powerful knowledge and key vocabulary identified in our

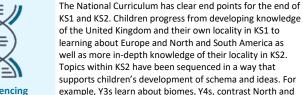
curriculum. To this end, we use knowledge organisers to

capture this and are committed to ensuring all children

master it. Retrieval practice is key to achieving this goal

and is incorporated into our day-to-day teaching.

and how to protect the environment.



Sequencing



Our local area is utilised to support the teaching of geography, specifically geographical enquiry. Sheffield is one of the greenest cities in the world. St Thomas of Canterbury is set within walking distance of Graves Park. There has also been much regeneration of the city, some of which has been within our locality.

IMPLEMENTATION

In geography lessons, teachers will ensure children have

substantive knowledge which may be shared via direct

Rosenshine and rooted in cognitive science, are used.

The demonstration of good subject and curriculum

instruction. Children will then apply their knowledge and

skills through a geographical enquiry approach to teaching

Guided, independent and retrieval practice, as described by

where appropriate, to ensure children remember the key

substantive knowledge needed for enquiry activities that

knowledge is a requirement in the DfE teaching standards.

To this end, it is expected that teachers whose curriculum

knowledge is not sufficiently developed will take steps to

address this gap (e.g. through reading or using the support

materials supplied by Rising Stars/Ark). It is essential that

teachers have the required level of expert knowledge so

misconceptions are anticipated and addressed as they arise.

Discussion (both pupil to pupil and pupil to teacher) has an

Effective questioning by the teacher is key to allow pupils to

important role in the development of geographical ideas.

practise new knowledge and to help them make links

Essentially, through these opportunities for talk, key

vocabulary, and so core knowledge, is truly mastered.

between new material and prior learning (Rosenshine).

that explanations are clear and accurate, and children's



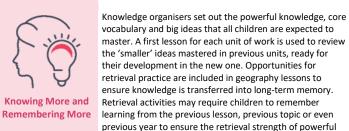
Pedagogical Approaches



Teachers' Expert Knowledge



Promoting Discussion and Understanding



knowledge is high.



Formative assessment is essential in the implementation of the geography curriculum to ensure that all children are developing the declarative and procedural knowledge needed. Effective questioning, as outlined in Rosenshine's principles, plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed. Success criteria are used to aid both self, peer and teacher assessment.

IMPACT



Approach to Assessment

The five strategies of formative assessment (Wiliam 2011) are used in geography to support and promote deep learning. Specific recall activities like quizzes, are used to enable teachers and children to monitor the depth of understanding of core procedural and declarative knowledge and the strength of its retrieval.



Performance Data

Data for geography is generated using retrieval quizzes and is collected by the teacher on a master copy of the knowledge organiser.



Pupils' Work

Pupils' work, in written and photographic forms, is used to secure and demonstrate children's learning. It informs teacher assessment, both formative and summative, and is used by subject leaders as part of the monitoring process.



Talking to Pupils

The subject leader talks to pupils about their learning as part of the monitoring process. Children's books and knowledge organisers are used to guide discussion and provide the subject leader with the information required to measure how much of the powerful knowledge and core vocabulary has been remembered and understood.

Links / References

The National Curriculum for Geography David Didau - Learning Spy (References to Young) Rosenshine's Principles for Instruction Dylan Wiliam – Embedded Formative Assessment







Local Context