



Geography at Spire Junior School Curriculum Statement



Intent of the Geography Curriculum

The central aim of our school curriculum is to develop the whole child and shape their minds for positive learning experiences about the world around them. We strongly believe in encouraging curiosity, exploration and developing a strong sense of self-identity.

In Geography, our curriculum aims to develop a fascination of Britain and the wider world with the hope that children become curious about how the world is different for other people. We aim to provide children with a skills-based and knowledge-rich curriculum with strong links to all subjects.

We also intend on developing children's ability to question and discuss how regions of the world differ or share similarities. Our aim is to develop children's skills as set out in the 'Geography Skills Statement 2021/22' documentation, enabling them to use these skills when approaching any geographical location.

Further to this, our intent is to promote a wider understanding of the many diverse cultures around the world as well as embedding a strong sense of British values. We aim to educate our children about their place on a global stage and how their actions can impact theirs and other people's futures.

Implementation of the Geography Curriculum

Our curriculum at Spire is carefully planned and organised so as to promote a deep understanding of the projects and concepts that we cover through quality first teaching. We do this by equipping our pupils with the skills and qualities they need to thrive both within the curriculum and within the wider-world.

Geography is taught regularly throughout the school during the spring term, within the 'Explore' project. The children will use a philosophical question to help draw links with the wider curriculum and guide them through their learning. Alongside this, there will be six key concepts which will help focus the learning intentions. For example: sustainability, equality and stewardship are addressed in Year 6 under the key philosophical question of 'Is it Ours to Take?'. Other year groups will have chosen a key location or geographical issue to study.

Children will be taught using a skills-based approach, but this will also be knowledge-rich. These skills are replicated in every year group but are progressive as to create a fluency of learning through their journey in this subject. Learning intentions will be derived from these skills to inform future learning. Children will be taught skills in the following areas of Geography (as outlined in the 'Geography Skills Statement 2021/22 document'):

- Enquiry skills
- Map work
- Location and place knowledge
- Human and Physical
- Communicating their knowledge

When implementing our Geography curriculum, we engage all pupils through linking ideas to a range of practical activities. Our curriculum is also delivered through the means of visits and specialist visitors to enhance our children's learning experiences and expose to inspiring role models.



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Children will also be expected to learn and remember key information (sticky knowledge). This has been selected by the class teacher and formatted into a knowledge mat. These are stuck into children's books at the beginning of the 'Explore' topic and referred to throughout the term.

Impact of the Geography Curriculum

We are confident our curriculum is successful in the teaching and learning of Geography through a variety of monitoring and feedback activities which have taken place through school.

For each 'Explore' project a solo taxonomy approach will be taken to assessment. The children's geographical skills will be evaluated at the beginning and end of each project. Each year group will have their own assessment sheet which will be completed and stuck into books, for perusal by the coordinator and member of SLT upon analysis.

Teachers are expected to continuously assess learning throughout lessons and therefore the assessment of impact upon learning will be an ongoing process. This follows in line with the school marking and feedback policy, where most feedback will be given verbally at the most immediate/convenient point.

The impact of learning can also become evident in our end products. Each year group aims to showcase their learning through an end-product. This can be displayed in many ways such as producing a published magazine article, running a stall in the town centre or working towards achieving an award for the school. We were very proud to receive the Gold Woodland Trust award.

Learning walks are conducted during the Explore unit to assess both the level of teaching and the understanding of knowledge of our children. This allows us to measure the impact of our geography curriculum and make any necessary adaptations, which feed into our annual action plan. Alongside this, book looks are carried out throughout the term to measure the impact of our curriculum, ensure consistency across school and to guide good practise.

Classes conduct AFL opportunities by carrying out 'quiz' style tests to measure the attainment and memory recall of children's sticky knowledge. These quizzes are written by teachers themselves and are specific to the learning that is found on the knowledge mats. It may include specific facts such as capital cities or names of rivers or alternatively may ask more open-ended questions such as 'name one way we can help stop plastic pollution in our seas' or 'name a difference between living in Africa and England.'

Both pupil voice and staff voice are also used to measure the impact of learning in Geography. Towards the end of the term pupil interviews are conducted to analyse the recall of learning from children, to identify their favourite areas of learning and to highlight any geographical skills that may need further work. Likewise, staff are given time in a staff meeting to reflect on their curriculum planning and to decide what to keep and tweak moving forward. This allows us to identify which geographical skills were taught successfully and which need further development.