



## **Our Lady of Peace Catholic Primary and Nursery School**

**'With Christ in our hearts, together we grow.'**

### **Geography at Our Lady of Peace Catholic Primary & Nursery School**

#### **Intent**

The teaching of Geography at OLOP will help pupils to gain knowledge of location, place, aspects of human and physical geography and acquire a range of geographical skills and experiences through fieldwork. OLOP's Geography curriculum will address barriers to learning and develop cultural capital by:

- Providing an opportunity to explore the geography of the local area and further afield through fieldwork opportunities.
- Be introduced to areas of significant geographical interest both locally, nationally and globally.
- Learn about famous geographers.
- Use computer software to identify places in the world and understand their physical and human characteristics.
- Develop pupils' reading skills across the curriculum through the use of a range of reading material with differing text complexity.
- Develop pupils' general knowledge skills alongside subject specific knowledge (developing the background knowledge of the world pupils need for inference and understanding)
- Provide writing opportunities to apply new knowledge in a different way.
- Develop pupils' understanding of British values.

#### **Implementation**

Geographical concepts, knowledge and understanding are taught through topics and also covered cross curricular through other subject areas. Topic lessons are taught weekly in lower key stage and every fortnight for 2 hours in upper key stage. The

curriculum has been sourced partly from the Twinkl schemes of work and also through the development of the school's own curriculum plans to ensure our curriculum draws on local human and physical geography and significant places of interest. The topics have been organised to provide progression of knowledge in relation to knowledge and the development of key skills. This is particularly evident in pupils' progressive understanding of location and place which builds from local to global. Other aspects such as map skills are built up progressively. Carefully selected enrichment opportunities enhance pupils' learning.

Curriculum organisation and timetabling enable learners opportunities for constant recapping of knowledge and skills with well-spaced reviews within teaching to aid teacher assessment. This recapping of learning helps to embed learning into pupils' long-term memory. It also helps to clarify technical terms and check pupils' understanding as well as providing an opportunity to engage with content.

Knowledge organisers are used to provide transparency, an overview of pre-teach content and also a means of tracking knowledge, skills and the understanding of concepts through retrieval exercises.

By the end of each Key Stage, pupils will know, be able to apply and understand the matters, skills and processes specified in the programmes of study in the National Curriculum.

## **Topic Map**

<b>Year Group</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer</b>
<b>Year 1</b>	<b>What is special about my school?</b>	<b>Where on Earth are we?</b>	<b>Where in the world would I like to go?</b>
<b>Year 2</b>	<b>Which UK country would I like to visit?</b>	<b>How is life for a child in India?</b>	<b>Do you like to be beside the seaside?</b>
<b>Year 3</b>	<b>Where in the world are we?</b>	<b>Where does our food come from?</b>	<b>How has life changed in the UK?</b>
<b>Year 4</b>	<b>How can I find my way in the world?</b>	<b>What would life be like in Iceland and how is this different from where I live?</b>	<b>Can we live without rainforest?</b>
<b>Year 5</b>	<b>Would you like to live down-under?</b>	<b>How do settlements change over time?</b>	<b>Why does Tonga celebrate the New Year before us?</b>
<b>Year 6</b>	<b>How would your life change if you lived in Brazil?</b>	<b>What will we see on our journey around the world?</b>	<b>How do natural disasters and extreme weather change people's lives?</b>

## **Impact**

The impact of our curriculum is measured in terms of the extent to which pupils have developed new knowledge, understanding and skills and that they can use and recall this with fluency.

In Geography, this will be measured by:

- Ongoing assessment of pupils' work within lessons. At the end of each unit, pupils have the opportunity to showcase their understanding of the period by answering 'The Big Question' attached to the unit of work.
- Subject Leader monitoring – Lesson visits, scrutiny of books and assessment.