

GEOGRAPHY AT SACRED HEART



In geography, successful and unsuccessful efforts to rescue development disparities are studied in detail and ethical questions raised about their effectiveness. Pupils are encouraged through ideas of globalisation to be open minded and not UK centric allowing them to appreciate alternative viewpoints. Ethical issues about lifestyle are widely discussed through our responsibility to the planet and our environment as well as the struggle of many countries and poorer communities in comparison to the richer world.

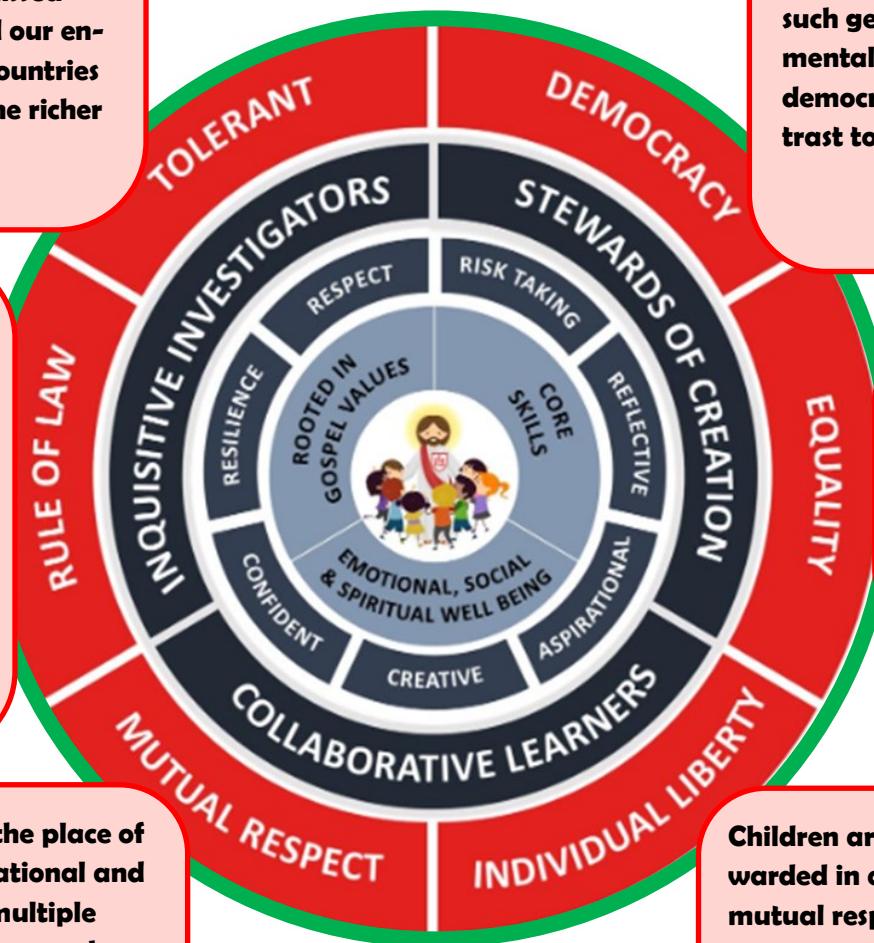
Geography takes the view that values are best explored and understood in the context of developing knowledge and applied skills such as enquiry and critical thinking; with developing geographical understanding and as such geographical enquiry is considered to be of fundamental significance in teaching and learning about the democratic society we live in and it can be seen as a contrast to other areas across the world.

Topics are chosen to approach values such as tolerance, mutual respect, liberty and responsibility as international values, underpinned by developing global knowledge and understanding. It shows Britain's engagement with the wider world helping shape and reaffirm our own values. Global learning helps pupils consider the place of Britain and Britishness within international and global contexts.

We develop empathy in individuals and ensure we provide equality of opportunity and freedom from discrimination for all.

Children are shown these values are encouraged and rewarded in our day-to-day teaching showing that tolerance, mutual respect, teamwork, resilience are valued as we aim to build self-esteem. This includes for example, respecting each other and following the rules as well as adhering to the spirit of fair play when taking part in competitions within lessons.

Global learning helps pupils consider the place of Britain and 'Britishness' within international and global contexts including the idea of multiple identities. Studying relevant topical geography that is on show daily across the globe allows us to evaluate our awareness of global issues and what we can do to eradicate these issues.

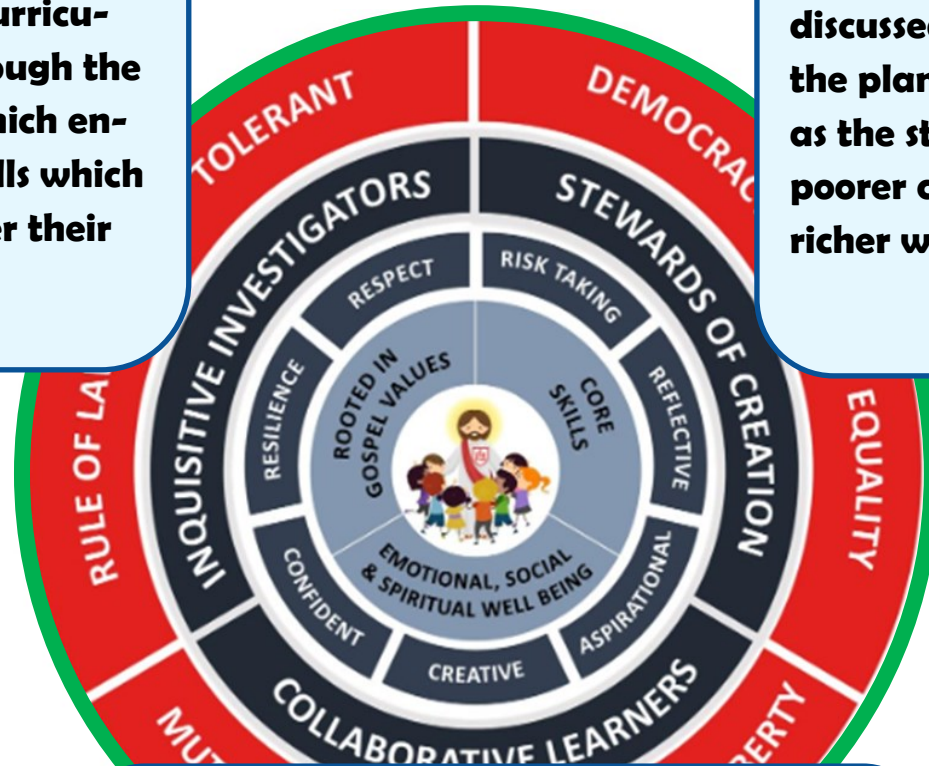


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Children through the geography curriculum topics learn to become inquisitive investigators –the curriculum is such that we build through the Key Stages using resources which encourage children to apply skills which help them to form and answer their own questions.

Ethical issues about lifestyle area widely discussed through our responsibility to the planet and our environment as well as the struggle of many countries and poorer communities in comparison to the richer world.



We provide our pupils with the opportunities to develop their enquiry and investigative skills. This is done by collaboratively working in teams or working 1:1 with their peers.

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Through the teacher modelling ideas and ways of working students are expected to show respect of others as well as having respect for themselves and value what they have to offer.

All children are encouraged to 'have a go' at all activities and to have a good growth mind-set. They are able to grow within the Geography curriculum and are not afraid to question outcomes if they feel they are not correct.



The children through growth mind-set should be able to draft and re-draft their work enabling them to produce a better version of the work without feeling that their work is not valued. We prepare our children for an exciting but unknown future with the empathy and resilience they need to succeed.

Children are taught to reflect on the work they have done either through peer assessment or feed forward marking. Using editing skills learned via cross curricula activities they are able to become reflective learners and to understand the value of this skill.



Children should feel confident in their learning but also in their abilities as Geographers.

Children should be inspired by the teaching of Geographical facts and skills.



Children should have creative ways to learn Geographical facts and skills. Teachers teach a creative curriculum which helps with the learning of Geography.



GEOGRAPHY AT SACRED HEART



The Gospel Values underpin all we do at Sacred Heart. We are a Christ centric school and we teach skills to discuss and wonder at what Jesus means to us and how we can live as disciples of Christ.

The core skills to the Geography curriculum are;

To inspire pupils' curiosity to discover more about the world; To enable children to know about the location of the world's continents, countries, cities, seas and oceans; To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).; To help children understand how the human and physical features of a place shapes its location and can change over time.

The teaching of geography informs children of the way the world can change and challenge people's wellbeing. It equips them with the tools to be able to focus on their Emotional, Social & Spiritual Well Being. We develop a pride and sense of social, moral, spiritual and cultural identity in order to shape and define who we are.

SUBJECT INTENT GEOGRAPHY

At Sacred Heart geography education is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. (The 2014 Primary National Curriculum in England)

Geography teaching at Sacred Heart has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.



Intent— We aim to...

inspire pupils' curiosity to discover more about the world

enable children to know about the location of the world's continents, countries, cities, seas and oceans

develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS), cities, seas and oceans

help children understand how the human and physical features of a place shapes its location and can change over time

provide opportunities to study mathematics across the curriculum through geography lessons



Implementation — How we will achieve our aims...

Consistent & systematic approach

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of half termly topics, focusing on knowledge and skills stated in the National Curriculum. At Sacred Heart, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

Strong teaching

Geography teaching focuses on enabling children to think as geographers. Geography provides excellent opportunities to enhance the learning of able pupils through the investigations, analysing sources and writing extending pieces. All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

High quality scheme

The geography curriculum at Sacred Heart is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills to be taught in each Key Stage. Teachers plan the majority of their lessons from B & C Educational 'Key' resources. A new scheme brought into the school in 2020, including several bespoke units for our school and local area.



Enrichment

At Sacred Heart we provide a variety of opportunities for geography learning inside and outside the classroom. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At Sacred Heart, the children have had many opportunities to experience geography on educational visits. The children have explored the local area including orienteering within the school grounds and conducting river studies at Loughton Brook, Epping. A residential trip in Year 4 provides an opportunity to further geography learning on Coasts.

Impact — How we will know we have been successful...



By the time pupils leave Sacred Heart school they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of subject matter.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Impact — How we will know we have been successful...



Substantive knowledge

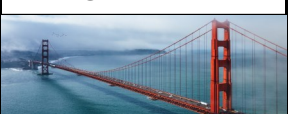
Substantive knowledge sets out the content that is to be learned. It consists of the core facts and knowledge of the topic such as locational knowledge, place knowledge, environmental, physical and human geography and geographical skills. In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive Concepts

Substantive (first order) concepts are concepts that children will come across repeatedly throughout their education in geography. They are a means of categorising geographical knowledge of natural and human phenomena. They are also described as to be used as a 'facilitating tool' that is 'fundamental to structuring and supporting how people learn geography. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept across the world. Concepts are a way in which to group geographical content or 'a container for geographical ideas or content'. Each substantive concept is covered more than once to ensure that children have plenty of opportunities to develop their understanding.

Disciplinary knowledge

Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers. They are skills that enable us to critically analyse and understand the world around us. Disciplinary knowledge at Sacred Heart falls under the categories of map skills, fieldwork, similarities and differences, research and enquiry and cause and consequence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec		World Celebrations 		World Around Us 		Environments and human impact 
Year 1	My School 			My School Grounds 	Isles of Scilly 	
Year 2	Surrounding Area 		Serrekunda 	Fieldwork Skills 		
Year 3		Human Distribution 	Volcanoes and Earthquakes 	Local Area 		
Year 4			East Anglia 			South Wales 
Year 5	The Amazon Basin 			Rivers 		
Year 6	California 		Global Citizen 			Paris Basin 

NC—UNDERSTANDING THE WORLD

EYFS

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

UNDERSTANDING THE WORLD

DEVELOPMENT MATTERS (NON-STATUTORY)

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Recognise some environments that are different from the one in which they live.

ELG PEOPLE, CULTURE AND COMMUNITIES

DEVELOPMENT MATTERS (NON-STATUTORY)

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

DEVELOPMENT MATTERS (NON-STATUTORY)

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons.

ELG THE NATURAL WORLD

ELG—PEOPLE, CULTURE AND COMMUNITIES

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG—THE NATURAL WORLD

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The national curriculum for geography (2014) aims to ensure that all pupils:

1. 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
2. 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
3. are competent in the geographical skills needed to:
 - a. collect, analyse and communicate with a range of data gathered through **experiences of fieldwork** that deepen their understanding of geographical processes
 - b. interpret a **range of sources of geographical information**, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - c. **communicate geographical information** in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

SUBSTANTIVE CONCEPTS AND DISCIPLINARY CONCEPTS



Disciplinary (second order) Concepts	Substantive Knowledge	Substantive (first order) Concepts
Map skills	Locational knowledge	<ul style="list-style-type: none"> • Place What is it like, what happens there, how it changes, emotion response.
Fieldwork	Place knowledge	<ul style="list-style-type: none"> • Space Location, distribution, patterns and network connections, layout.
Similarities and differences	Environmental, physical and human geography	<ul style="list-style-type: none"> • Scale Local, regional, national, continental, global. • Physical and human processes Actions and features, change. • Environmental impact Interactions, disparity, connections, social identity, values. • Sustainable development
Research and enquiry	Geographical skills and fieldwork	<ul style="list-style-type: none"> • Cultural awareness and diversity Diversity, disparity, connections, social identity, values. • Interconnections Links between features, places, events and people.
Cause and Consequence		