



Saint Joseph's Catholic Voluntary
Academy

How we teach Geography at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

<p>Vision: Intention, Implementation, Impact</p>	<p><u>Intent</u></p> <p>At St Joseph's our Geography curriculum aims to inspire a curiosity and fascination about the world, Our curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources, both natural and human environments, together with a deep understanding of the Earth's key physical and human processes. its people and cultures which will remain with them, equipping them well for their further education and beyond. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas, and which can and are used to promote their spiritual, moral, social, and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge, and skills.</p> <p><u>Implementation</u></p> <p>Geography at St. Joseph's is taught in blocks throughout the year, so that children can achieve depth in their learning. Our staff have worked together to identify the correct pattern of topics and the key knowledge and skills for each block. Our topics build progressively across the year groups, allowing children to develop skills and understanding systematically.</p> <p>The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.</p> <p>Teachers begin each topic by assessing children's starting point. This allows teachers to design lessons incorporating children's interests and provide appropriate challenge to all learners.</p> <p>Teachers continue to check learning and understanding, by reviewing knowledge and skills acquire throughout the topic, at the end and through spaced learning sessions.</p> <p>The local area is used to full extent to enhance learning within the classroom.</p> <p><u>Impact</u></p> <p>Outcomes in topic books and Seesaw, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography.</p> <p>Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the links within the Religious Education curriculum. They develop an understanding of and a respect for people of different cultures.</p> <p>In geography, pupils work individually, with a partner or as part of a group. By working in different ways, the children develop their independence, resilience, and their social skills, whilst working on projects together.</p>
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Medium Term Planning: Steps in books	Geography teaching follows a carefully designed curriculum. The following topics have been chosen to meet the needs of our children and school.				
	Nursery/ Reception-				
		Nursery/Reception	KS1	LKS2	UKS2
	Cycle A		Hot & Cold Countries	Rivers	Biomes
			Seaside Study	Europe	South America
Cycle B		Non-European Contrast	Mountains	Climate Change	
		Mapping	London	Mapping	
<p>This organisation of Topics has been designed so that Key Stage 1 are focusing on Geographical elements closest to home, focusing on comparing and contrasting elements of weather and European Countries.</p> <p>Key Stage 2 topics have been designed focusing on Geographical elements ranging from Europe to more World wide.</p> <p>These topics will include all Geographical knowledge and skills</p> <ul style="list-style-type: none">-Locational Knowledge-Place Knowledge-Human and Physical geography-Geographical skills and fieldwork					
Lesson Approach / Weekly Planning Differentiation	<p>Our geography lessons always start with an assessment of prior knowledge of other areas of geography that will support learning in their current topic.</p> <p>Each topic is designed carefully building on key components that naturally follow to build the whole picture of learning. Lessons will cover the sticky knowledge identified in the progression document.</p> <p>The teacher will then take the created medium-term plans and edit those to meet the needs of their pupils, considering SEND and other children with additional needs accessing the curriculum.</p> <p>Each lesson starts with a revisit question or task to embed and support previous learning.</p> <p>Knowledge organisers are used within upper Key Stage 2, these are annotated to support learning.</p>				
Prior Learning/Recap	<p>At the start of a new unit of work, there should be five minutes spent where children can explore questions on this topic, what they know? What would they like to know?</p>				

Key Vocabulary	The vocabulary for each topic is identified on the medium-term plan and vocabulary document. This should be added to the working wall and displayed on the lesson slides.
Assessment	<p>Assessment for learning</p> <p>Children's assessment in Geography is ongoing throughout the topic. Children are assessed against the sticky knowledge for that topic of work and given a grading of 1-4, in line with the St Ralph Sherwin Catholic Multi Academy Trust Assessment Framework.</p> <ol style="list-style-type: none"> 1- Means that a child is remembering all elements of the sticky knowledge and is applying it across geography lessons and the rest of the curriculum where appropriate. 2- Means a child is remembering most elements of the sticky knowledge and is applying most of their learning across geography and the rest of the curriculum where appropriate. 3- Means a child is struggling to remember much of the sticky knowledge and is not applying what they have learnt in their geography lessons and across other areas of the curriculum. 4- Means a child is unable to remember and apply the sticky knowledge. They may be struggling to access the learning and will need to have an adapted curriculum. <p>Live marking also forms part of assessment in geography. Staff, give verbal feedback to all pupils during the lesson where possible. Staff use a yellow highlighter for elements which need pupils to revisit. Green highlighter identifies successful elements which link to the learning outcome.</p> <p>Sticky knowledge is assessed through 'spaced learning' sessions. 'Can do' activities have been created to match the curriculum sticky knowledge. Teachers follow a Spaced Learning medium term plan to assess key knowledge and vocabulary. This can be recorded in 'Spaced Learning' books.</p> <p>In addition to this a teacher is continuously assessing sticky knowledge through all lessons and assesses against Insight objectives.</p>
How do we cater for all pupils?	<p>At St Joseph's, we ensure every student is both challenged and encouraged to reach their full potential. Our teaching embraces questioning techniques that stimulate critical thinking, urging students to delve deeper into various ideas. Feedback plays a crucial role in our approach; we focus on guiding students to reflect on their work, helping them identify areas for improvement. We strive to create a supportive environment where students feel empowered to think independently and develop their skills. Our aim is to challenge each student in a way that inspires them to continue striving for excellence in their learning journey. In this way, we foster a culture of curiosity and growth at St Joseph's.</p> <p>Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) at St Joseph's involves a strategic, inclusive approach that ensures all learners can access and engage with the curriculum. Initially all teacher plan for varying need using the EEF 5 a day approach.</p>

	<p>This includes ensuring that needs are met through explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology. From there, if further support is required we will adapt the task through use of scaffolding, offering alternative formats of tasks, providing multi-sensory learning opportunities and adjusting the task's complexity. Where needed we can adapt the entire curriculum through modified content, providing flexible progression routes and specialist intervention. It is these strategies that support our varied needs in St Joseph's and ensure that each SEND pupil's individual needs are met in a structured, supportive, and inclusive environment. This not only enhances access to learning but also fosters independence, confidence, and long-term achievement.</p> <p><u>Working Walls</u></p> <p>Working walls are an important feature in our classrooms that help support children's learning. They are interactive displays that show current topics, vocabulary, key learning points, and examples of children's work. These walls are updated regularly so that pupils can use them as a reference during lessons, helping them to remember what they have learned and apply it to new tasks. By making learning visible and accessible, working walls encourage independence, build confidence, and help children stay engaged with their learning journey.</p> <p><u>Marking and Feedback</u></p> <p>Most marking and feedback should be done at the point of teaching, in front of the child.</p> <p>Every time feedback is given the children are expected to respond to this in their purple pen.</p> <p>Teaching staff can give written feedback in blue pen, but no long extended written responses are needed.</p> <p>A green highlighter is used to identify where the success criteria or lesson objective has been met in a written piece of work.</p> <p>A yellow highlighter is used to identify a spelling error or an area which needs the child's attention.</p> <p>Peer marking against the success criteria is in pink pen.</p> <p>Staff should be circulating the room, unless targeting specific children for support. Staff will identify key topic words in yellow which have been mis-spelt, so that children can edit or self-correct.</p> <p>Live marking allows the child to identify points of success or improvement at the point of learning. It also allows the teacher to identify areas which need further teaching, individually or whole class.</p>
Homework	<p><u>Homework</u></p> <p>Geography homework is given on a rotational basis in the form of a creative task to be completed during half term.</p>