



St Margaret Mary's Curriculum Statement



We try to follow Jesus in everything we do.

Geography

Intent

Our Geography curriculum has been specifically tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and wise in their learning and knowledge. To be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from geography. This will help them become faith filled and hopeful in their abilities to change and transform our society.

During their time at St Margaret Mary's RC Primary School, children's skills and knowledge are developed through an integrated creative curriculum in all phases. This means that they will learn the skills, knowledge and understanding set out in the National Curriculum through an engaging and exciting approach.

During the Early Years Foundation Stage (EYFS), Geography is taught through the area of learning known as "Understanding of the World" as set out in the Early Years Progress Model, in which the children are taught skills and knowledge through areas such as: "Our Natural world" and "Communities and Cultures". This is delivered through motivating and exciting themes and is part of the creative curriculum.

Our topics are split on a two-year rolling programme due to mixed aged year groups. Over the course of their journey at primary, children develop their knowledge and understanding and skills in geography, taking into consideration prior knowledge and significant world and local events.

We use the national curriculum as a base and section it into three areas.

Geographical knowledge in three areas:

- Knowledge and Understanding of places
- Geographical skills and enquiry
- Human and physical geography

Implementation

Our Geography curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic-based approach is used to deliver the content within a meaningful context and wherever possible cross-curricular links are made, particularly links with history, art, dt, the British values, our school values and SMSC. However, teachers make it explicit to the children that they are learning geography skills and encourage them to think like 'Geographers'.

Our progressive units of work are designed to be modified for our children and their experiences. Staff continually review and adapt work and learning to meet our children's needs. Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning.

The progressive skills that are used to plan and teach geography, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

At Key Stage 1, our pupils develop knowledge about their own locality in New Moston, the United Kingdom and the World. They can understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

At Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Our pupils develop their use of geographical knowledge, understanding and skills to enrich their locational and place knowledge.

A whole school system is used which links the ARE to each child's own research and classroom studies and assessment.

This is done through:

- Title Pages with 'I cans' taken from the schools ARE's from the national curriculum
- What I know grids (or KWL grids): used as a prior learning, monitoring and assessment tool.

Impact

A high quality of geographical education aims to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas, particularly science, mathematics, English and history.

Children will:

- Acquire and effectively use new vocabulary
- Build skills that enable them to collect, analyse and interpret a range of data gathered from fieldwork
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information systems (GIS)
- Develop research, interpretation and presentation skills which can then be disseminated using ICT and art and design mediums

We seek to inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.