

INTENT

How is your curriculum set up and what is the rationale behind it?

Context:

Market Town:

Raise aspirations for all of the children

All children to achieve (21.7% PP – increased over time)

Children starting school with low level of speech, language and communication, including lower vocabulary and many have limited experience.

Driving the curriculum:

Our Mission

Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do' **Matthew 5:16 (ICB)**

Our Vision

At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of our children.

Our school values underpin our day to day lives:

- **Fairness:** We act without bias and provide equal opportunities for everyone.

'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)

- **Honesty:** We always tell the truth, whilst showing respect for the feelings of others.

'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)

- **Teamwork:** We work together to achieve shared goals.

'For the body is not one member, but many' (Corinthians 12:14)

- **Ambition:** We work hard to achieve our aspirations and never give up.

'You did not choose me; I chose you and appointed you to go and bear much fruit, the kind of fruit that endures.' (John 15:16a)

- **Care:** We look after each other, ourselves and our environment.

'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another' (John 13:34-35)

- **Respect:** We are thoughtful and considerate to ourselves, others and the environment. *'Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.'* (Matthew 7:12)

Our Values are visible around the school as a constant reminder to us all. We are proud to display our Christian values, but strongly encourage a sensitivity to difference and the faiths and cultures of others. We are an inclusive school.

Members of St Peter's school community work together to provide a vibrant and creative learning experience for our children. A safe and secure environment encourages children to be happy, confident and enthusiastic learners and enables them to take risks in their learning. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.

We value the partnership with parents and carers very highly and encourage them to take an active role in all aspects of school life. We aim to develop a culture of inclusion and diversity in which everyone feels comfortable and welcome.

In order to achieve our vision we aim to ensure that our children understand the importance of being:

- **Respectful:** Each child is thoughtful and considerate to themselves, others and the environment.

- **Ready to learn:** Each child has a positive, confident attitude to learning. They are both physically and emotionally ready to learn.

- **Resourceful:** Each child shows initiative, asks good questions and is prepared to use a variety of strategies to learn.

- **Reflective:** Each child is curious, able and willing to learn from their mistakes and can describe their progress

- **Able to Reason:** Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds which will help them to become good investigators and communicators.

- **Resilient:** Each child is prepared to persevere and stay involved in their learning, even when the process is challenging.

The Geography curriculum is designed with components which run throughout and are built upon in each year group: location knowledge, place knowledge, understanding human and physical geography and geographical skills and fieldwork. We aim to provide a Geography education which inspires in pupils a curiosity and fascination about the world. Teaching equips 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. As pupils progress, their growing knowledge about

the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Through their work in Geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Through the implementation of a broad and balanced curriculum, we aim for our children to have high aspirations and to make an active and positive contribution to their school, their community and the wider society; both now and in the future.

Vocabulary Development

In order to develop children's vocabulary we have identified subject specific vocabulary (which we call tier 3 vocabulary) to support a child's conceptual knowledge and improve their 'cultural capital'. Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary, which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Ambitious curriculum for all

Our Pupil Premium strategy states we will maximise all children's potential by offering them an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. We will consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences. We will provide opportunities for disadvantaged pupils to build their cultural capital in accordance with our vision to enable all of our pupils to dream, believe, achieve and flourish.

SEND children will have full access to the curriculum, with the support of a range of resources which will be accessible and within easy reach, these include; maps, atlases, artefacts, models and photographs. The resources will also be clearly labelled to encourage independence use e.g using images, colour coding, large print, symbols, as appropriate. The use of pupils' own digital presentations eg of a visit or fieldwork enables everyone to contribute. Within Geography, we aim to maintain an inclusive learning environment. Children will use knowledge organisers which will provide the children with new vocabulary and key ideas. Across the school, pre- tutoring for SEND children develops an understanding prior to discussing with class as a whole. The use of knowledge harvests at the beginning of units, establishes existing knowledge and recap prior learning – lessons building on what they already know and previous learning. Differentiated activities are available to reach the same learning outcomes. Tasks may be differentiated via the level of support (word banks, structured worksheets) or differentiated by adult support - use of an adult (teacher or TA) to support discussions and prompt ideas. Word cards and word banks are also provided to support each Geography topics.

IMPLEMENTATION

Our curriculum for Geography is implemented by using a clear progression of skills and knowledge, which builds on children's previous learning. Our progression document for Geography is based on the EYFS Framework and National curriculum. We use topic based work so links can be made to other areas of the curriculum providing greater understanding, curiosity and motivation. Through regularly teaching locational knowledge and mapping skills, we are able to find opportunities to link geography to the school grounds and local area, therefore, learning is based on first-hand experience. As a school, we are mindful of relating the study of geography to current issues around the world in order to understand and appreciate different issues. Lessons will be planned using objective clearly set out in the science skills and knowledge progression documents to ensure appropriate coverage.

CURRICULUM STRUCTURE

Curriculum breadth

Making links – Key Stages 1 and 2 follow the requirements of the National Curriculum 2014, but teachers make links to cross-curricular themes, where appropriate eg Year 1 'Hot and cold places' links to texts used in English or Year 4 'Rainforests' links to the water cycle.

Recording – At least 30 hours of Geography will be taught in each school year with each lesson recorded in History and Geography books with a clear learning objective and success criteria. Recording may be in the form of written work, photographs, annotated maps and/or diagrams. Children's progress is reported to parents annually as part of the child's school report. In the Early Years, recording is evident through class floor books and the use of 'Evidence Me' an online observation, assessment and reporting app.

At the beginning of each topic, children are introduced to a knowledge organiser which including key curriculum objectives, key words and these are discussed with the children and used to support the delivery of the topic. Children complete knowledge harvests in books at the beginning of topics to demonstrate what they already know and add to this as their knowledge grows.

Teaching approaches/Pedagogy

The National Curriculum's areas of knowledge, understanding and skills describe geography's richness, scope and potential very well. Fieldwork is a mainstay in the education of a geographer and is specifically identified in the curriculum document as an activity that deepens understanding. Enquiry is a key approach in geography and the importance of using real places, real experiences and real issues to make the geography 'come alive' cannot be understated.

Progression in Geography

Sitting below each of these is the progression document from Nursery to Year 6.

Document: Progression Document

IMPACT

The impact of the Geography curriculum will ensure that pupils will:

- become increasingly aware of the interconnectedness and interaction between Earth's features and will be able to use this understanding when learning about new places
- develop knowledge about different parts of the world and their features.
- have a strong knowledge of locations and will know where different countries, continents, oceans and seas are located.
- be confident in fieldwork skills and enthusiastic about exploring their local area.
- make links between prior and current learning.
- have an appreciation for the diversity of the world its people.

Assessing Progress – At the beginning of the topic, pupils will complete a knowledge harvest designed to gather existing knowledge and pupils can then add to this during the topic. An end of unit assessment is to be completed at the end of a unit, to show the progression over the topic and these grids will be highlighted to indicate where a pupil is working (WT – Working towards, EX – Expected, GD – Greater Depth) regarding their knowledge in Geography.

In books, all children have a skills assessment grid and the teacher identifies when these have been met – these are colour coded and dated according to their skills in Geography.