Curriculum Offer for Geography.

INTENT

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

Context:

Market Town:

Raise aspirations for all of the children
All children to achieve (24% PP)
Children starting school with low level of speech, language and communication, including lower vocabulary and many have limited experience.

Driving the curriculum:

Our Mission

Reflecting God's love for us all, we aim to shine like a light in the world; empowering 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 and are reflected in the story of Jesus feeding the five thousand:

- **Fairness**: We act without bias and provide equal opportunities for everyone.
- **Honesty**: We always tell the truth, whilst showing respect for the feelings of others.
- **Teamwork**: We work together to achieve shared goals.
- **Ambition:** We work hard to achieve our aspirations and never give up.
- **Care**: We look after each other, ourselves and our environment.
- **Respect**: We are thoughtful and considerate to ourselves, others and the environment.

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.

Our PE curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing world. We have a passion for Physical Education and sport, both in school and in the wider community. We hope to provide high quality physical education, experienced in a safe and supportive environment, which is a unique and vital contributor to inspire children's physical development and well-being enabling all children to receive an equal opportunity to engage in activities that they have an enthusiasm for.
We believe all children need to understand the importance of other aspects of physical well-being, such as making healthy lifestyle choices and sportsmanship. This will be a part of their lives, not only in school, but at home as well
These strands are revisited repeatedly, during children's time in school, to ensure the learning is embedded and skills are successfully developed. Our intention is that PE also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

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.
Children who are disadvantaged have full access to the curriculum in accordance with our aims.

SEND will have full access to the curriculum.

Geography across the curriculum
We aim to ensure that the teaching of Geography is accessible to all pupils.

- Incorporating practical activities such as hands-on activities like fieldwork, creating maps, and building models allow students to engage with geographical concepts in a tangible way.
- Use a variety of resources including atlases, maps, globes, digital tools like Google Maps, and even green screens and virtual reality to cater to different learning styles
- Encourage discussion and collaboration with peers
- Connecting to the local environment – visiting local sites and walk around the local area
- Accessible Resources and digital tools - websites such as Google My Maps, Meaningful Maps, and Google Earth
- LSA support – pre teaching of vocabulary or ideas, LSAs are available for support in lessons
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IMPLEMENTATION

We teach the National Curriculum and the EYFS Statutory Framework, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Geography teaching provides a greater understanding, curiosity and motivation to learn. 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. Through the implementation of our Geography 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. 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.

CURRICULUM STRUCTURE

Curriculum breadth
National Curriculum
EYFS Statutory Framework
Geography Progression Document

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
We follow our FAME model for teaching and learning
Frame it – we give our learning a context and make links with prior and future learning
Assess it – we use high quality questioning and retrieval practice to move learning in to the long term memory
Model it – I do, we do, you do
Explore – children move to independence and we plan in enhancements through trips and visitors.

We also use Means of Participation to ensure full engagement in learning. These include Cold Calling, Volunteers, Silent Solo, Call and Respond and Turn Talk.
Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptions.

Progression in Geography

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

IMPACT

Assessing Progress – How is it done?
Children have the opportunity to practise the range of geographical skills from our progression document in lessons, which is assessed by pupils and teachers alongside the learning objective on a lesson-by-lesson basis.
Teachers assess the level of each child at the end of each unit, assessing whether the child is below, at or above the expectations for the year group.
Supporting staff/training: membership of Geographical Association and CPD with local Geography network meetings.
Teachers and LSAs: Teacher and LSA CPD audit undertaken annually- early- identification of strengths and areas for development noted by subject lead and appropriate training is identified as a result. In-house opportunities for CPD in staff meetings and feedback from monitoring.

Supporting staff/Training: How do you support staff in your subject? What can they expect?
Subject Leads:
Attending network meetings and CPD opportunities and feeding back to staff within school.

Teachers
Feedback provided through book looks/pupil voice and support offered.
CPD training opportunities.
Staff meetings.
Ongoing discussions with staff regarding planning, resources and delivery of curriculum.

Teachers new to school/ECTs
Support from Geography lead regarding implementation.
PPA and planning support offered where necessary.
Team teaching where needed.

Learning Support Assistants
CPD training opportunities offered
Support and training delivered through LSA meetings

Development point:
To develop staff confidence and skills with delivering the Geography curriculum, specifically using fieldwork to support learning through CPD