

# Caton St Paul's C of E Primary School Geography Curriculum Statement

INTENT	<p>At Caton St Paul's C of E Primary School we intend that all Geography lessons at generate a curiosity and fascination about the world and its people that we hope will remain with each child for the rest of their lives. Children are given the opportunity to deepen their Geography knowledge and develop key Geography skills by working like a GEOGRAPHER. Out of classroom learning is essential and many stimulating varied 'beyond the classroom' learning experiences regularly take place. We aim to experience Geography first hand by getting outside, visiting various geographical sites or bringing Geography to the classroom through interactive tools. Fieldwork is a key part of our Geography lessons with fieldwork opportunities, both around and beyond the local area, taking place.</p>			
	<p><b><u>Vocabulary:</u></b> Our intentions for vocabulary in Geography is to expose all pupils to year group specific geographical language taken from our school's knowledge and skills progression document. Teachers will share with the pupils the vocabulary that will be required to be used at the start of the lesson, reminding pupils of vocabulary used in earlier lessons. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate about Geography.</p>	<p><b><u>Knowledge/Skills:</u></b> The intentions of Geography in school is to create a knowledge and skill led Geography Curriculum. Throughout their time at Caton St Paul's, pupils will be given regular opportunities to practice and apply their Geography skills. Pupils at Caton St Paul's will be able to draw upon their Geography knowledge, both in Geography and across subjects in our curriculum (knowledge led and engagement) through a range of practical, collaborative and written work.</p>	<p><b><u>Progression:</u></b> Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers will use the school rolling program for planning and teaching to ensure they are covering the NC POS for each year group plus the ELGs, knowing what has been taught the previous year and what are the next steps in K&amp;S for the next year group. Teachers will use Geography progression documents to plan lessons that build upon K&amp;S and ensure there is a deep understanding so that all children master the learning.</p>	<p><b><u>Concepts:</u></b> The intention of our Geography Curriculum is 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' through equipping children with knowledge about diverse places, people and natural and human environments together with a deep understanding of the Earth's key physical and human processes. It enables our pupils to deepen their understanding of the interaction between physical and human processes and the use of landscapes and environments.</p>
IMPLEMENTATION	<p><b><u>Inclusive teaching and learning:</u></b> In Geography all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils.</p> <ul style="list-style-type: none"> <li>- Personalised work (adult support, challenge, resources)</li> <li>- Pre teaching to teach pupils key vocabulary, knowledge and skills</li> <li>- Access to resources and equipment to support their acquisition of Geography knowledge and skills</li> </ul>	<p><b><u>Subject coverage/curriculum:</u></b> The programmes of study set out within each domain in the National Curriculum and EY Framework will be used to ensure children get the learning experiences that is required. The rolling programme acts as the basis for teachers' planning. It is tightly planned to ensure the breadth and balance of knowledge and skills are covered over time. Teachers follow the rolling programme closely, and only vary from it with the approval of the subject leader. Teachers may use their professional judgement to respond to British and global events to teach short discrete lessons and recording them in the subject portfolio. These discrete lessons underpin knowledge or develop a geographical skill. Teachers create frequent opportunities for pupils to develop and recall knowledge.</p>	<p><b><u>Resources:</u></b> The implementation of HQT in Geography is supported by all teachers having access to online tools to support their teaching of the Geography Curriculum.</p> <p>The following online resources will be used to supplement and enhance Geography T&amp;L: <i>Twinkl, Classroom Secrets, Grammasaurus, Hamilton Trust, PlanBee, Primary Resource (this is not an exhausted list) – teachers share quality resources with each other when discovered and implement.</i></p>	<p><b><u>SMSC:</u></b> The moral development of our pupils is an important thread running through the Geography Curriculum. Students are provided with opportunities to use their Geography skills in real life contexts, applying and exploring the skills required in solve problems and investigations. Research skills and teamwork are fundamental to Geography through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain ideas and knowledge to each other and support each other in their learning. In this manner, students realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.</p>
	<p><b><u>Local context:</u></b> Pupils are taught about the local environment and are given opportunities to investigate and make links to the wider world. Children are encouraged to discover their locality through different external stimuli (trips, visitors and strong links to our locality). <b>EYFS &amp; Key Stage 1</b> – school grounds, Brookhouse and Caton <b>Key Stage 2</b> – Morecambe, Manchester (North West)</p>	<p><b><u>Adaptations and Prioritisation:</u></b> We have recalibrated and prioritized our Geography Curriculum as a result of missed QFT. Our T&amp;L plans consider the disruption to teaching, and to secure firm foundations before moving on to new learning. Geography planning for the rest of 2021/22 will consider disrupted schooling in the past two academic years rather than starting the summer curriculum as usual. Linked topics can be addressed together, we will carefully consider what they have been taught and what areas have been missed and prioritise these areas – the skills in particular</p>	<p><b><u>Evidencing teaching and learning:</u></b> Each new Geography unit will begin with a review of what pupils know and want to learn, ensuring that teachers build upon their interest and prior knowledge. Children will record their Geography work in their Geography book, through a combination of written work, worksheets and photographic evidence. There will be a great emphasis on discussion, debate and sharing of ideas and questions to deepen their understanding.</p>	<p><b><u>Primary and Early Years overview</u></b></p> <p><b>Early Years:</b> My Bedroom, My House, My Street <b>Key Stage 1:</b> My School, Our Local Area (Brookhouse &amp; Caton), Our Country (UK), Let's Go To The Jungle, Oceans And Seas, Wonderful Weather, Beside The Seaside, Where is Kenya?, Maptastic <b>Key Stage 2:</b> What A Wonderful World, Land Use, Extreme Earth, Rainforests, What Is It Like To Live In Morecambe?, Water, All Around The World, North And South America, Mountains, Marvellous Maps, North And South Pole, Somewhere To Settle, We Are Britain, Let's Go To Japan, What Is It Like To Live In Manchester?, Eastern Europe, Enough For Everyone, Rivers, Trade And Economics, Our Changing World</p>
	<p>By the end of the Early Foundation Stage and each Key Stage, pupils are expected to know, apply and understand the skills and processes specified in the subject of mathematics (EYFS and National Curriculum)</p>			
IMPACT	<p><b><u>Pupil voice:</u></b> Our whole-school curriculum approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff. Our children and young can offer unique perspectives on what it is like to be part of a Geography lesson; involving them in decision-making creates a meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.</p>			
	<p><b><u>Knowledge:</u></b> Geographical knowledge has been mastered when a child can confidently and securely talk about their geographical knowledge using the geographical language to explain their ideas and can independently apply the knowledge to new learning in unfamiliar situations. All children will be able to retrieve geographical knowledge and be able to reason by following a line of enquiry and develop and present a justification, argument or proof using geographical language and knowledge.</p>	<p><b><u>Skills:</u></b> All children will have the skills and the resilience to solve problems by applying skills linked to Geography to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.</p>	<p><b><u>Cultural capital:</u></b> Our children face unique economic, environmental, and humanitarian challenges. The problem solving required to address these challenges requires solutions that have never been thought of before. In order to tackle these problems, our teachers must challenge the traditional problem-solving methodologies used in Geography lessons and encourage new problem-solving strategies through incorporation of facilitating of creative problem solving/puzzles and real-world investigations.</p>	