

## **St. Mary's & St. Benedict's Curriculum Intent and Aims**

At St. Mary's and St. Benedict's we aim for our curriculum to inspire pupils to be life-long learners with a sense of service to the world that they live in and the people that live in it with them.

We believe our pupils will be life-long learners if they are able to be confident, independent, curious, open-minded, enthusiastic, observant, co-operative and resilient individuals.

In order to develop these qualities within our pupils we intend for our curriculum to provide opportunities for children to:

- Be curious and ask questions
- Evaluate and reflect
- Work collaboratively
- Apply their learning
- Solve problems whilst developing resilience
- Communicate their learning
- Challenge ideas

Overleaf is set out the Intent, Implementation and Impact for Geography.

In Geography we develop the qualities listed overleaf in our whole school intent and aims in the following way:

### **Intent**

At St. Mary's and St. Benedict's Primary School, our high-quality Geography curriculum aims to fulfil the requirements of the National Curriculum in an exciting, inclusive and challenging way. We follow the National Curriculum objectives for Geography and have adapted the curriculum to suit our needs as a school. We have high expectations for our children and we ensure our planning is against Age Related Expectations for each year group. We ensure tasks are appropriately differentiated or adapted to meet the individual needs of our children.

Geography teaching should equip children with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. The Geography education at our school should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Each year we hold a Topic week to inspire children's curiosity about the world. We encourage visitors to come into the school and inspire children to think of current topics such as climate change, plastic pollution and deforestation.

### **Implementation**

We plan Geography using the Lancashire County Council scheme of work, which we have adapted to suit our needs. As our school has mixed aged classes, we plan Geography on a 2 year cycle to ensure all children have complete coverage of the National Curriculum and have access to the same experiences. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each topic and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. We focus on 'sticky knowledge' as children progress through school as we encourage children to recall their prior learning when beginning a new topic. Children record their Geography work, alongside fieldwork in their Topic books. Teachers annotate their plans and use Assessment for Learning methods to ensure all children can access the Geography curriculum at their own level.

In Key Stage 1 children develop knowledge about the world, the United Kingdom and their locality. They learn 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. In Key Stage 2 children extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **Impact**

We know that children have achieved in Geography through the use of Assessment for Learning which is used by all teachers and is set out in our Feedback Policy. We use Assessment for Learning to formatively assess children through their progress in books. We moderate our children's attainment through conducting 'Book Looks' at regular points throughout the academic year. We measure progress through the use of KWL grids, Knowledge Organisers and end of topic Teacher assessments. The end of unit assessments allow teachers to review our children's progress, identify strengths and recognise areas for development. This allows us to make changes accordingly and raise attainment.

**Subject Leader: N.Lowe**

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