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| R = Encourage Resilience and Perseverance A = Develop Articulate Learners. I = Influence Aspirations. N = Nurture Curiosity B = Instil British and Christian Values O = Provide Opportunities to build upon knowledge and skills W = Wellbeing and Health | <h2>INTENT STATEMENT</h2> <p>The intention of our Geography curriculum is for our children to have a growing knowledge of 'locations, places and regions' on a local, national and international scale through the study of significant Geographical topics.</p> <p>Beginning on a local and national scale before broadening to an understanding of carefully selected diverse places, people and resources spanning the globe, this fundamental knowledge of 'location, place and region' is progressively built upon through a deepening understanding of Human and Physical Geography alongside the application of key geographical skills throughout all units.</p> <p>By the end of KS2, our children will begin to appreciate the influence of both humans and movement of people, enabling them to become geographically aware of the world around them today. We strive for our children to be environmentally sustainable, 21st century citizens, that can begin to appreciate our ever-changing world—something our children will take with them for the rest of their lives.</p> | <h2>INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED</h2> <p>Beginning in EYFS with the study of Learning Enquiries, focussed upon our 'Local Area' before introducing 'Our Local Community', 'Life in Our Country' and 'Life in Countries Around the World', learning builds upon children's interests while laying the foundations for further study within the discipline of Geography across school. Then from Y1—Y6, we use the National Curriculum as a basis to continue to focus on the transferrable concepts of "location, place and region" before building on the additional transferable concepts of "human influence" and "movement" which are carefully woven throughout Year 2 and KS2 lessons. With an understanding of these five concepts through our bespoke planning meeting specific community needs, children will be able to begin to understand the changing nature of the world around them.</p> <p>At each stage of study, knowledge is carefully considered across all topics, building systematically on a growing understanding of locational and place knowledge, in addition to an understanding of human and physical geography. Skills to apply knowledge are also considered with their progression across year groups using key learning papers, including fieldwork with use of Digimaps, mapping, investigation communication and use of ICT.</p> <p>Throughout school, use of Geographical milestones for key knowledge to be retained beyond the unit and to minimise 'gaps in learning' are provided, in addition to consistent use of the same maps and resources throughout the entire school.</p> | |
| <h2>VISION</h2> <p>Deepen children's understanding of the world in which be live and to be naturally curious of how things have been formed around them and how things change over time.</p> <p>To know that the world is a diverse place with many opportunities for travel, beyond St Helens. To influence aspirations for travel and know our carefully selected places of study across the world, are accessible to every one.</p> | <h2>EYFS AS THE 'BEDROCK'</h2> <p>ELG - <u>Understanding the world.</u></p> <p><u>People, Culture and Communities - The Discipline of Geography.</u></p> <p>Characteristics of Effective Learning.</p> <ol style="list-style-type: none"> 1.) Engagement - Playing and Exploring. 2.) Motivation - Active Learning. 3.) Thinking - Creative and Critical Thinking. <p>Focus on 3 earning enquiries: 'Our Local Area', 'Life in Our Country' and 'Life in Countries Around the World'. Detail provided within EYFS knowledge planner.</p> | <h2>CULTURAL CAPITAL</h2> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society.</p> <p><u>Through our Geography Curriculum we build cultural capital with:</u></p> <p>Fieldwork opportunities within the local area including trips to the River Mersey and the coast.</p> <p>Use of a wide range of maps to identify places in the world and understand their physical and human geography (including the impact humans have had).</p> <p>Linking learning of other cultures and languages to their geographical location.</p> | <h2>READING AS THE BEATING HEART</h2> <p>Incorporation of Reading within every Geography lesson as 'the beating heart'.</p> <p>Geographical Reading Spine, including core and supporting Texts alongside progressive sets of atlases.</p> <p>Wider reading around the subject with books and sources from the schools library service.</p> <p>Vital vocabulary (mapped out to have a mixture of tier 2 and tier 3 vocabulary).</p> <p>Use of knowledge organisers.</p> |



CURRICULUM PROGRESSION

We encourage our children to 'think like a Geographer' by demonstrating: their

- 1.) Growing understanding of locational knowledge.
- 2.) Place knowledge.
- 3.) Human and physical geography alongside the application of key skills.
- 4.) Application of skills including: mapping, fieldwork, enquiry and investigation communication and use of ICT/technology.

We also ensure progression in transferrable concepts progressing through our units:

| EYFS | KS1 | KS2: |
|----------|----------------------|-----------------|
| Location | Location | Location |
| Place | Place | Place |
| | Region | Region |
| | Human Influence (Y2) | Human Influence |
| | | Movement |




PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE)

- Use of bespoke knowledge organisers and planners for lesson delivery and to support independent Home Study.
- Teaching and learning supported by Rosenshine's Principles of Instruction (Review, Check for understanding, Provide Models, Provide Scaffolds, Guide practice).

- **QUEST** approach to lesson delivery

Question to answer.
Understanding previous learning.
Explore new knowledge and vocabulary.
Student practise.
Talk, test, tell.




STAFF CPD (LINKED TO GOOD PRACTICE)

Collaborative approach to planning and sequencing the curriculum.

LDST networking on Geography curriculum including with 'School Improvement Liverpool' curriculum updates. .

Training on Rosenshine's Principles of Instruction (MH, JY, CB, AC). MH Masters for pedagogy.

Full staff training on 'QUEST' approach to learning, for consistency.

Teaching staff trained in the use of Digimaps.

EYFS Geography Training with David Weatherly.



APPROACH TO ASSESSMENT

Pre/post learning sheets and Vital Vocabulary.

Retrieval based learning techniques every lesson with three formally evidenced per topic.

Exit tasks could be; essays, quizzes, knowledge tasks and must evidence key learning papers.

Final judgement as emerging, expected or exceeding per topic.

Assessment sheet for books and completion on snapshot by class teacher.

Report generated termly by subject leader with moderation of judgements. Also subject monitoring and next steps provided.



MEETING THE NEEDS OF ALL LEARNERS

The planning that we use allows children to improve their own metacognition and access the lesson at their level.

Children are encouraged to deepen their own understanding with use of our knowledge organisers for pupil support.

Pupils are given additional support within lessons dependent on their individual needs. Pre-teaching and interventions also take place to support the retention of 'Geographical Milestones' for all learners.

The 'milestone knowledge' is the pre-determined essential knowledge that children require to progress to the next stage of their learning.



OUR IMPACT

The Impact of our Geography Curriculum is:

Children are engaged within Geography lessons and curious to discover, learn and remember more. They have high aspirations to travel and explore the world.

Work is of a high quality, demonstrating how pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Pupil's work demonstrates that Geography is taught at an age-appropriate standard across each year group with opportunities planned in to engage all pupils and build upon existing knowledge and skills. Children are routinely encouraged to 'Think like a Geographer'.

Our Children are inquisitive young learners and citizens who choose to understand global environmental issues and seek to make a personal difference in protecting and shaping the world we share. They are responsible global citizens, who have a solid understanding of place, and appreciate and respect the diverse cultures and traditions of our world in line with our British and Christian Values.



GOVERNOR COMMUNICATION

Our Link Governor is Martin Litherland.



SUBJECT PRIORITIES AND ASSEMENT DATA

Talk to the Subject Leader about their priorities for this year and up-to-date assessment data.