Shining in the Light of Christ to be the Best that we can be

At St Joseph's Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs, enabling them to SHINE for life.

Curriculum statement for the teaching and learning of Geography.

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<tr><td>INTENT</td><td colspan="3">It is the aim of St Joseph's Primary School to provide opportunities for all children to SHINE, to learn and to achieve, regardless of gender, ethnicity or ability.
Our Geography curriculum has been carefully designed so that children gain a well-rounded knowledge as they progress through our school. We understand the important role Geography plays in helping children understand the natural and human aspects of the world. We equip pupils with knowledge about diverse places, people, natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it, looking at the impact we are having now and could potentially have in the future, making Geography real and current to them. We enable them to develop knowledge and skills that are transferable to other areas of the curriculum and which are used to promote their spiritual, moral, social and cultural development. By nature, Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills that link to many other areas of the curriculum. We provide opportunities for children to work collaboratively; share and discuss their ideas and thoughts about big Geographical problems. Looking at how things have changed, what has caused this change and our role in preserving and protecting our world, thus allowing our children to problem solve and think outside the box.</td></tr>
<tr><td>Underpinned By</td><td>The teaching of skills</td><td>The application of skills</td><td>Vocabulary</td></tr>
<tr><td></td><td>Through quality first teaching, our children will develop:
• knowledge of where places are and</td><td>Pupils of St Joseph's use their skills in Geography to pose questions, to research and discover, to understand and present findings,</td><td>Our pupils understand and use geography specific vocabulary, this is supported and modelled through teaching and the use of our</td></tr>
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	what they are like, both in Britain and the wider world; • A wide knowledge and use of geographical terms and vocabulary; • Geographical questioning and enquiry skills; • The ability to reach clear conclusions and explain their findings; • The ability to express well-balanced opinions, rooted in good knowledge and understanding about current issues in society and the environment; • A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.	and to explain impact with suggestions of alternative approaches and choices. They learn about current ecological problems we are facing as a country and a nation, and apply their skills to find solutions and suggest change. They focus on our global family and are charitable in their actions. We empower our children to be leaders in their own learning and choices.	working walls and displays.

Implementation	**Our Curriculum** Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. We take a whole school approach to our Geography curriculum, key knowledge and skills are mapped across the school, ensuring a full coverage for each child as they progress through the year groups. Our lessons are progressive and tailored to each year group's need and ability.	**The Big Question.** Our Geography learning in all year groups is based around a big question. This question is always open ended to enable the children to fully answer it regardless of their ability and to allow our higher attaining pupils to go into greater depth in their explanations. Throughout their geography learning, the children will be given all the tools, information and experiences they will need in order to answer their big question. At the end of their learning every child will write a multi paragraphed essay to answer their big question, pulling together everything they have learnt. They are supported in planning out their writing, sorting it into paragraphs and writing a well-structured essay.	**Assessment** Our Geography learning is based around a big question, we start every new topic with a quiz that is repeated at the end of our topic, giving us a clear measure of learning. Our children finish their topic with an essay to answer their topic's big question, allowing them to pull together all of their new knowledge and learning into one final piece, celebrating their achievement.

	Resources to inspire and interest At St Joseph's we use a wide range of resources to engage and inspire. We have visitors to our school to talk and share with the children, allowing them an opportunity to ask direct questions to an expert. We use media: videos, pictures, sound bites and websites to help the children see and feel different places. Where possible, we go on school trips to places that can further our learning and understanding, getting involved with preservation and care for the environment.	**Trips** Where possible, we engage in trips out of school to support our Geography learning, this has included in the past, trips to the local town, to the canal and locks, to the living rainforest and to local forests and woods. We find these trips invaluable in helping our children to understand, gain clarity and question their learning further. It gives them first-hand experience and connects them to the wider community.	**Learning Journeys** Children use learning journeys to record learning in a way that is useful to them. They collate everything they have learnt and questioned throughout their topic. We use writing in Geography as an opportunity for children to showcase what they have learned and embed their knowledge. Maps and pictures are used to develop an awareness of the globe and where we are in it.
	British Values Our lessons are planned and delivered to promote British values through developing understanding of other cultures and beliefs, treating people of all nationalities equally and nurturing tolerance for other people's customs and beliefs	**Compare** We don't just learn about where we live and the environment we are used to, we make comparisons with other places in the world. We find similarities, things that are familiar to us and we sometimes have first-hand experience of. We also look for differences, whether it be physical or climatic. We discuss how it is different, why it is different and the impact of these. We imagine what it is like to live in some of these environments and the challenges we would face. We explore climate change, what is causing it and discuss our role in helping to slow and prevent it. We develop children's awareness of current world issues and learn about people acting against global crisis.	**Geography focused vocabulary** Our whole school teaches a vocabulary-rich Geography curriculum. Teachers use questioning, and provide opportunities for discussion and investigation to support the development of vocabulary, which is explicitly taught and modelled by teachers. Key geographical knowledge and language, such as, the name and location of continents, countries, capital cities and ocean, is revisited frequently, to make learning memorable, relevant and easy to retrieve.

Impact	The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning, book looks and taking pictures of children's practical learning.			
	PUPIL VOICE • Know that they can use their voice to express themselves and their opinions. • To talk about learning and personal achievement. • Discuss opinions and action against change.	**EVIDENCE IN KNOWLEDGE** • Have a growing knowledge of the world and their place in it. • Be able to explain the physical differences between different locations. • Know about climate change and other problems we face, as well as steps we can take to make a difference. • A written answer to the topic's big question.	**EVIDENCE IN SKILLS** • Have a wider vocabulary of geographical terms. • Be able to question, investigate and present findings with explanations. • To use maps and interpret graphs.	**BREADTH AND DEPTH** • Aspire to discover more about the world, through reading, travel or the media. • Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry. • Use a range of resources in teaching such as atlases, videos, websites, pictures, the outside and tools (such as magnifying glasses and thermometers).