

Curriculum Intent For Geography Subject Design



Geography at St Mary's Catholic school is designed to deliver high quality lessons which are knowledge engaged, fun and challenging for all students. Based on the Rosenshine Principles, children build on previous learning and progress their skills and knowledge year upon year. They gain a sense of the world around them and where they fit into it. They gain an excellent understanding of how they can look after their world and why they need to.

Being a geographer

As geographers, children are taught to be observant and curious about different places and people; learning about their distinctive features or characteristics. They progress from learning about the immediate environment, to the town, county, country, continent and world; learning to research, investigate first hand and question. Our geographers build a progressive set of skills and vocabulary (please see knowledge organisers), enabling them to enquire, state and debate. Utilising the local area with fieldwork, our young geographers acquire an informed sense of identity and place alongside a shared responsibility for maintaining or improving it.



Planning and delivery

The planning and delivery of geography across the school ensures a progression of skills in geographical enquiry, direction/location knowledge, map skills and understanding of representation and perspective. It also encourages a love of the subject with a sense of awe and wonder about our world. This links with our gospel values - prompting our children to consider their *responsibilities* in looking after the world - starting with their classrooms (class charter), school/local environment (Eco schools) and world wide awareness (CAFOD).

Equality of opportunity

The curriculum has been carefully designed so that it is accessed by all learners through a variety of teaching and learning methods such as single steps, group activities and differentiated resources. Likewise, children have opportunities to show their knowledge and understanding in a variety of ways.

Ensuring student progression

Within the class setting children are carefully seated so that the PP children and those who have previously been performing below ARE are paired with children who have a deeper understanding and a richer vocabulary. Pairings are monitored throughout the academic year to ensure that everybody progresses with their knowledge, skills, vocabulary and understanding of geography. The planning of our geography curriculum has been designed alongside the head of geography within the main feeder middle school so that the children have the key skills and knowledge needed to be competent geographers at middle and upper school. In turn our middle school colleagues plan their curriculum with the local upper school colleagues to ensure progression from preschool through to GCSE and A levels.

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