

# St. Mary's Catholic Primary School, Claughton

## Curriculum Intent, Implementation and Impact

*St. Mary's Catholic Primary School*

**LIVING FEELING DREAMING**

Living our life as Jesus taught us, Feeling the Gospel Values, Dreaming of bright futures for all



## **GEOGRAPHY**

At St. Mary's Catholic Primary School the curriculum encompasses our Mission Statement:



St. Mary's Catholic Primary School  
'a small school with a big heart'

Mission Statement

Our mission is to:

- Guide all on their journey of faith
- Nurture a love of learning
- Encourage happiness, confidence and personal fulfilment
- Support all in achieving their full potential

## Intent

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved.

Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure.

Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Aims

The national curriculum for geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:

- ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our school curriculum is underpinned by our Mission Statement. In particular, it is based on the following principles:

### **Catholicity and morality**

We believe that the rites, practices and teaching of the Catholic church drive what we aim to achieve with all members of our community. We promote moral education driven by Gospel values to instil principles that guide our choices. We aim to develop the spiritual dimension in all of us in order to reflect about our own beliefs and perspectives on life, respect other people and appreciate the magnitude of awe and wonder in our world. We promote social and cultural education to help each of us positively relate to each other and an appreciation of the diversity within our society.

### **Pupil individuality and worth**

We believe that each person is a unique creation of a loving God and has been endowed with particular gifts to be developed and used for the service of others. We believe that all pupils should have full access to the curriculum regardless of sex, race, religion, culture or special educational needs and disability.

### **Breadth, balance and creativity**

The aim of our curriculum is for children to be genuinely interested in what is being taught, for all to be motivated and fully access well sequenced lessons that are engaging and accessible, yet ambitious for all.

We believe that all pupils are entitled to a broad balanced and creative curriculum, experiencing a wide range of activities in order to appreciate and better understand themselves and the world in which they live.

Children acquire knowledge through a range of different subjects and experiences which prepares them as future citizens. Our children are intellectually developed and in addition to curriculum knowledge, long term memory is built through interconnections of ideas, concepts and skills across all subjects. We have high ambition for all of our children.

### **Continuity and progression**

We believe that all our pupils should enjoy the maximum benefit from continuity of learning and planned progression both within the school and on transfer to another school.

## **Relevance and adaptability**

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of pupils and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

## **Partnership with parents**

In determining the curriculum, we are mindful that our role is one of partnership with parents. We welcome the participation of parents and value their contribution to the life of the school and include them where appropriate as members of our learning community. Every half term, families and children receive a 'Curriculum Learning Booklet' to highlight what will be learnt during the topic, units of work and what support can be given at home. This includes new key vocabulary being taught, quizzes and interesting websites to study. Our Pick 'N' Mix Learning Log style of homework ensures that children are engaging in a broad range of home learning activities to enhance our curriculum offer.

## **Implementation**

### **Planning the curriculum**

Teachers plan the music curriculum according to the agreed programme which ensures that the children experience a wide range of knowledge and skills throughout each Key Stage as stated in the National Curriculum. Due to mixed age classes, we have yearly cycles which are planned to support sequential learning, supporting children to know more and remember more.

Our curriculum is designed to give our children the knowledge, skills and wisdom they need to successfully support themselves in their next steps in life, to make good choices and keep themselves safe.

We want our children to be intrinsically motivated to learn because of the vibrant, broad and creative curriculum opportunities they had during their time in our school. With Christ at the Centre, we teach and develop children through love and positivity. All staff care deeply about what children are being taught and we want all children to have high aspirations, self-belief and be kind, as Jesus taught us to.

We have developed our own planning format for each unit of work to identify the knowledge to be taught and learnt, the skills to be developed and the links with other curriculum areas to be promoted.

We begin each topic with a focus on 'LIVING, FEELING, DREAMING' LIVING our lives as Jesus taught us, FEELING the Gospel values and DREAMING of bright futures for all. We begin with Big thinking questions and we have an exciting topic 'launch' to engage our children and bring learning to life.

Professional development opportunities (individual and whole school) are provided for teachers to further develop subject knowledge and expertise.

### **Progression - The teaching and learning of knowledge and skills**

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

### **Adaptive Teaching**

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all pupils without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In Geography, lesson adaptations may include:

- assessment of prior learning and adapting lessons to meet the needs of all children
- providing additional physical support to access field trips
- children responding to Geography work in the way of our 'scrapbook' creative approach to promote personalized learning and individual worth
- precise and explicit modelling of tasks
- extra repetition when learning a new skill
- pre-teaching or earlier encounters with concepts
- teacher intervention to address gaps or misconceptions
- the use of appropriate vocabulary at varying levels of difficulty during lessons
- careful use of support for pupils with English as an additional language
- dual coding with key vocabulary and pictures
- adapted texts and maps
- providing additional tangible resources to explore and feel
- simplifying language
- discussions with children, alongside their work (teacher knowledge)
- flexible working groups
- regular opportunities to revisit previously taught knowledge
- different colour paper/overlays/background on the whiteboard
- provide a prompt

### **Consolidation**

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure that the knowledge is embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

### **Challenge**

Opportunities for extension activities are built into the teaching of a unit of learning according to the age and ability of the children in order to provide stretch and challenge and greater understanding for all learners.

### **Enrichment**

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

**By the time children leave our school, they will have access to a well-rounded curriculum with excellent curriculum experiences to:**

- Raise money for charity
- Take part in a young enterprise initiative
- Take part in national theme weeks
- Visit an art gallery
- Dress up
- Watch a pantomime
- Experience a residential outdoor education visit
- Learn to play a musical instrument
- Learn to speak Spanish with National Curriculum requirements
- Visit a museum
- Visit a farm
- Write a story and send it to an author
- Write a poem and send it to a poet
- Participate in sporting competitions and enrichment opportunities
- Learn to swim
- Perform in a school drama production
- Visit a contrasting place of worship
- Link with other schools and attend community events
- Experience reflective theme days and awareness days
- Enjoy free forest schools activities
- Be a buddy to younger children in school
- Engage in a STEM project
- Enjoy gardening
- Bake for a purpose
- Organise and lead children leading children initiatives such as lunchtime clubs
- Take part in a music competition with other schools
- Learn how to be kind
- Be ready for our world

### **Continuity**

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

### **Assessment**

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (talking to children, quizzes, testing) and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book looks, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.

### **Impact**

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the pupils as stated in our intent.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.

Our children achieve highly and they enjoy a broad curriculum. They speak joyfully about what they have learnt and remembered.