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| Geography Curriculum Design | | | | | |
| Curriculum Intent | | | | | |
| At Ss John and Monica we aim for a high quality geography curriculum:   * to enable children to gain knowledge and understanding of places in the world; * to increase children’s knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country; * to allow children to learn graphic skills, including how to use, draw and interpret maps; * to enable children to know and understand environmental problems at a local, regional and global level; * to understand how Catholic virtues and British Values relate to Geography. * to encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means; * to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way. | | | | | |
| Curriculum Implementation | | | | | |
| Ss John and Monica Catholic Primary School follows the National Curriculum. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf>  To deliver this, the Long Term Planning Overview ensures consistency and progress of all learners. This overview shows that each year group has two geography topics per year and two history topics form the other half of the year. These will be taught over a two weekly timetable to ensure an appropriate balance and distribution of work across each term. As far as possible, staff will also look for ways to integrate the skills learned in geography into other curriculum areas.  Staff plan for geography termly, basing their planning on the Plan Bee scheme of work. Teachers’ planning is retained for their own usage – it is a working document. The geography co-ordinator, who oversees the subject, may request teachers planning for monitoring and to ensure progression of skills through the phases.  In Reception, which is part of the Foundation Stage, we relate the Geography side of the children’s work to the objectives set out in the Early Learning Understanding of the World which underpins the curriculum planning for children aged three to five. We develop a child’s knowledge and understanding of the world through activities such looking at their surroundings observing the changes that take place in terms of the weather and the nature around them. | | | | | |
| Curriculum Impact | | | | | |
| * Children are happy learners within Geography. They experience a wide range of learning challenges within the subject and know appropriate responses to them, such as informed choices regarding current environmental issues e.g. limiting the use of plastics. * Children of all abilities and backgrounds achieve well in Geography reflected in outstanding progress that reveals a clear learning journey. * Children talk enthusiastically about their learning in Geography and are eager to further their learning in the next stages of their education.  . * Fundamental British Values are evident in Geography and children understand how it can celebrate difference. | | | | | |