

Sacred Heart Catholic Primary School – Curriculum Intent for Geography

We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.

Faith	Hope	Love
<p>Our curriculum:</p> <ul style="list-style-type: none"> Engages and enthuses learners Empowers pupils to confidently articulate their beliefs; Sets high expectations for all pupils so that no child is left behind; Encourages pupils to have resilience and faith in themselves. 	<p>Our curriculum:</p> <ul style="list-style-type: none"> Allows pupils to be challenge themselves and each other; Encourages pupils to work collaboratively to build on existing skills and knowledge and acquire ones also Is continually developed through effective CPD and reflective dialogue and practice 	<p>Our curriculum:</p> <ul style="list-style-type: none"> Promotes Gospel and British Values, loving and celebrating differences Promotes self-motivation for a life-long love of learning; Allows opportunities to serve others so pupils develop a sense of citizenship; Develops physical and mental health

Sacred Heart’s geography curriculum aims for pupils to:

- inspire their curiosity and fascination about the world and its inhabitants
- develop knowledge of the Earth’s key physical and human processes
- acquire knowledge of our local area, the wider world including people, resources and different environments
- be aware of the environmental issues in our world
- take an active part in contributing to and protecting our world
- make links between geography and other curriculum areas within and across year groups

Geography Implementation

Geography is a foundation subject and an important part of life and learning at Sacred Heart. The Geography curriculum National Curriculum statutory requirements and topics are taught termly on a shared rotation with History. Each Geography lesson is allocated one hour a week in the timetable. The foundation subject curriculum overview can be viewed here: <https://www.sacredheart.merton.sch.uk/curriculum/> Where possible, cross-curricular links are made to deepen the learning experience so that pupils ‘*learn more, know more, remember more*’ (Ofsted, 2019).

In order to meet the requirements of the National Curriculum, we follow a detailed progression of skills document to support accurate pitching and adaptation of lessons. The progression of skills document covers the expectations from Year 1 through to Year 6 in:

- Geographical enquiry
- Direction / location
- Drawing maps
- Representation
- Using maps
- Scale / distance
- Perspective
- Map knowledge
- Style of map

To further support the planning and provision for Geography, each topic has an overview which outlines:

- Explicit knowledge links between topics including prior knowledge (including EYFS), next steps in knowledge (including KS3)
- Key vocabulary as part of our word aware initiative
- Clearer learning journey balancing skills and knowledge

For the pupils, knowledge organisers are used to visually summarise key vocabulary, knowledge and facts appropriate to each topic or unit. These are shared in class and on Google Classroom for at-home access and sharing with parents.

Our curriculum is enhanced with enrichment opportunities such as `International Day` and `London Day` which allow pupils to fully immerse themselves into their topic or country for the day, creating memorable learning experiences. Trips and experiences to places such as Morden Hall Park or Nower Wood allow pupils to explore local geography and geographical skills.

Parents are kept informed of the curriculum regularly. At the start of the year, there is a `Meet the Teacher` presentation which presents the year group's curriculum. Each term, a curriculum newsletter is shared with parents summarising every topic for the upcoming term including ways that parents can help at home.

The curriculum is celebrated in various ways such as in class assemblies where pupils share their learning e.g. London attractions or a journey along the River Nile as well as in weekly newsletters. Class and corridor displays balance as both working walls and a celebration of learning.

To ensure that standards in geography are high, the subject lead receives regular release on a rotation with other foundation subject leads. With the support of the deputy headteacher / curriculum leader, the subject lead monitors the effectiveness of planning, lessons and books as well as pupil voice. There are three monitoring cycles a year (Autumn, Spring and Summer) Feedback is shared with class teachers which recommendations and support. Individual / year group support can be implemented in the form of joint planning or team teaching whereas whole school priorities or areas for development are delivered through short TED talks or PDMs. Subject leaders have their curriculum area as an appraisal target, linking with School Development Plan objective 3.

Geography Impact

Impact of our curriculum is measured through qualitative and quantitative data.

Teachers use assessment for learning strategies to evaluate, adjust and maximise the impact on pupil outcomes. Internal attainment and progress is monitored closely by the curriculum and subject leads. These are also used strategically to identify future CPD.

Qualitative data in the form of pupil voice or from pupil, parent and staff surveys are also used to measure impact.

Summer 2022 Surveys:

95% of parents feel that the year group curriculum newsletters are useful.

82% of pupils enjoy geography.