

# St. Peter's Catholic Primary School, Gloucester

## Geography Curriculum IMPLEMENTATION Statement

At St. Peter's Catholic Primary School, the Early Years Foundation Stage (EYFS) Framework and the National Curriculum are used as the fundamental base to design an exciting and inspiring progressive Geography curriculum that maps out the knowledge and skills that we want our children to learn and experience in Geography.

The EYFS curriculum is the start of every child's journey to becoming a geographer. There are seven areas of learning and development within the EYFS curriculum. All are important and inter-connected as they build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The key areas of learning that support their journey to becoming a geographer include:

Communication and language:

- Children's back-and-forth interactions in any form.
- The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment.
- Staff commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added.
- Staff building children's language effectively.
- Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems.
- Providing extensive opportunities to use and embed new words in a range of contexts.
- Conversations, story-telling and role play, where children share their ideas with support and modelling from their teacher.
- Sensitive questioning that invites children to elaborate.
- Children becoming comfortable using a rich range of vocabulary and language structures.

Literacy:

- Sharing books, fiction and non-fiction, about the world.

Mathematics:

- Opportunities for children to develop their spatial reasoning skills including direction and distance.
- Developing an understanding of shape and space.

Understanding the world:

- Guiding children to make sense of their physical world and their community.
- Developing a sense of the world around them.
- Visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
- Listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

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From Y1, the children work progressively towards the National Curriculum for Geography which 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.

Our Geography curriculum is designed to:

- revisit and build upon prior learning within Geography and to make links across all subjects. Retrieval opportunities, such as low stakes quizzes, are planned in Geography and enable our children to recall prior learning and/or to make connections between current and prior learning thus embedding knowledge from their working memory to their long term memory.
- develop and enrich every child's cultural capital through access to high quality information, texts, resources and educational trips
- inspire every pupil to have a love for learning in Geography

In implementing the curriculum, we ensure that teaching in all subjects incorporates the key principles of high-quality teaching and mastery learning. At St. Peter's we believe teaching approaches that ensure **long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial**. These are fundamental to learning and are the 'bread and butter' of effective teaching:

- **cognitive strategies** include Geography-specific strategies or memorisation techniques such as applying mathematical strategies to communicate or identify places using co-ordinates, or applying mathematical reasoning to data.
- **metacognitive strategies** are what we use to monitor or control our cognition, for example checking whether our approach to identifying physical features of a location, or following direction worked; considering which cognitive strategy is the best fit for a task.

In implementing the Geography curriculum, teachers ensure that every opportunity is taken to remind the children of how 'what' they are learning is linked to our whole school curriculum intent and whole school vision:

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At St. Peter's Catholic Primary School, our mission is to share the good news of Jesus Christ with all in our school family so that each child grows in the knowledge that they are formed in the image and likeness of God who calls them to love and be loved, and that they hear and respond to the call to "live wisely, love generously and learn to think deeply." (Pope Francis, Laudato Si, 2016).						
Following in Jesus' footsteps, we live, love and learn together as a school family, to build a better world.						
It is our intention that the St. Peter's Curriculum will:						
Nourish and nurture	Empower our children with the knowledge and skills to:			augment remembering	Develop key attributes	Inspire
	LIVE	LOVE	LEARN			
Talents – curriculum, enrichment and extra-curricular opportunities Faith RE curriculum Disadvantaged incl. SEND and PP	Responsible citizens: Local, National International Fund raising  Global challenges: Laudato Si & Fratelli Tutti	Inclusion: SEND Disadvantaged Other Cultures and beliefs  Gospel message CST – social justice and help those in need	Think deeply: mastery and enquiry questions  Successful learners: lifelong learners Aspirations Growth mindset RP  Confident individuals: Self-regulation & Metacognitive strategies  Role models	Retrieval  Spiral curriculum – golden threads	Independence Resilience Perseverance Team players Effective communication skills Problem solvers Risk takers	Parental engagement  Oracy and reading  Cultural capital

The Geography curriculum is implemented in year group topics which focus on a specific geographical place; exploring the physical and human geography through map skills.

Geography is taught as a driver subject throughout the Spring terms, whilst key skills including co-ordinates and maps still permeates learning in other areas of the curriculum such as History in other terms.

The Geography curriculum is implemented following the Geography coverage document and progression is detailed in the Geography skills progression document.

Vocabulary development in Geography is also important as pupils' acquisition and command of vocabulary are key to their learning and progress not just in Geography but across the whole curriculum. Our Geography vocabulary progression document shows how we actively develop vocabulary in Geography.

Finally, we use assessment to check pupils' understanding of what the Geography curriculum intent says they should know, and to identify and correct misunderstanding and inform teaching.