

INTENT

School Vision:

At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing a caring environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.

Subject Curriculum Vision:

Through Geography, we aim to inspire curiosity and fascination about the world and its people that will continue throughout their lives. We aim to equip children with knowledge about diverse places, people and environments, both close and far away. Our aim is that as our children progress, their growing knowledge about the world will deepen and links between physical and human processes will help them make sense of the world that they live in and how it has changed overtime.

Our Curriculum for our Context:

Totley All Saints is situated in a semi-rural setting on the edge of the city of Sheffield and close to the Peak District. Our school is a smaller than average school with 212 pupils on roll aged 4-11 yrs. The ratio of girls to boys is higher than the national average & the proportion of pupils eligible for free school meals is much lower than average. A lower than average number of pupils come from minority ethnic backgrounds & the school is predominantly White British. The school now has a near to average number of children categorised as SEN with Support as well as children with a Statement of SEN or EHCP. Pupils typically enter FS2 either below or at least in line with national in Reading, Writing & Maths.

Our Curriculum reflects the ethos & aims of the school as well as the context from which our children derive. This means that our curriculum provides the necessary building blocks to develop the necessary knowledge & skills, whilst also promoting British Values, healthy lifestyles & mental wellbeing, plus excellent behaviour & attitudes. It is underpinned with a large emphasis on SMSC development, a strong practical outworking for others in line with our Christian ethos, whilst also building character & readiness for the next stages of education & the learning journey beyond.

IMPLEMENTATION

Aims of the National Curriculum:

The overarching aim for Geography in the national curriculum is for children to:

- 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
- be 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.

Learning Experience	Resources	Links with other Subject Areas
What is the breadth of experience provided for our children?	What resources are used to support the teaching & learning of this subject?	What links are made between this & other subject areas?
<ul style="list-style-type: none"> • Quality First teaching: variety of teaching styles & varied stimulus • Quality Resources: Books, online resources, physical equipment & programmes • Experiences: field trips, Geography lessons, cross curricular learning and lessons (links with Science, History, Maths and Literacy), field work plus Woodland Workshop activities. 	<ul style="list-style-type: none"> • Teachers lessons (flipcharts, power points, resources and activities) • Field Work (trips, around school) • Woodland area & the associated resources, e.g. compass • ORR resources in PE • Atlases (library/some in classrooms) • iPads. 	<ul style="list-style-type: none"> • Strong links with Woodland Workshop. • Literacy • Maths (cardinal direction and positional language) • PE • Science • History

Planning & Sequencing of Knowledge & Skills

How is the subject planned & sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.

See Appendices.

IMPACT

Assessment	Monitoring & Evaluation	Long Term Memory
How is this subject assessed?	How do we know we have been successful?	How does this subject impact on long term memory?
<ul style="list-style-type: none"> • Teacher assessment • Marking • Observation • Peer assessment 	<ul style="list-style-type: none"> • Lesson observations • Results / Data Analysis • Work scrutiny • Discussions • Timetables 	<ul style="list-style-type: none"> • Revision & recapping • Success Criteria • Feedback / reflection from marking • Repeated recall • Curriculum Mats • Links & connections with other subject areas plus old & new knowledge • Quizzes • Discussion • Recaps of previous learning in new topics/year groups.
Readiness for Next Stage of Education	Promotion of Social Mobility	Promotion of British Values & SMSC
How does this subject prepare our children for the next stage of their educational journey at secondary school & beyond?	How does this subject promote social mobility?	How does this subject promote British Values & SMSC?
We endeavour to ensure that the sequence of content enables our	Our aim is that no child is disadvantaged by their background	Through our rich & varied curriculum, we ensure that our

<p>children to progress whilst they are with us but also to provide the building blocks necessary to build on at secondary school & their learning journey beyond. Underlying all of this is our emphasis on Learning Culture which provides the underlying principles of attitude, resilience & character. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.</p>	<p>situation & that, as a school, we provide everything that a child needs so that there is no cumulative dysfluency or gaps in learning. As a result, we ensure that children have a broad range of curriculum experiences, free access to a wide variety of books, multiple opportunities to speak as well as listen, plus our curriculum is designed in order to boost general as well as subject specific vocabulary.</p>	<p>children are well equipped for life in modern Britain &, through subject linkage have an excellent understanding of Geographical knowledge, Democracy, the Rule of Law, Responsibility & Liberty, Mutual Respect plus Tolerance of those of different faiths and beliefs. Our Curriculum is driven by SMSC Development &, as a result, pupils thrive – enjoying their lives, learning & want to make a difference for others.</p>
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Appendices

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