



Creativity

Challenge

Community

St Mary's Subject Intent Document

Our Curriculum Intent at St Mary's CE School:

To develop a carefully designed, sequential curriculum, underpinned by progressive knowledge and understanding, equipping our children for their future lives. It is aspirational, providing problem solving, challenge and creativity whilst developing character including responsibility, reliability and perseverance. The curriculum ensures the children are able to celebrate uniqueness and diversity and apply their learning to positively impact the local, national and global community.

In order to achieve our Curriculum Intent, we have designed our curriculum around the following **Principles of design**:

- **Core and Progressive knowledge** – a minimum entitlement that all pupils will be required to know, grounded in the National Curriculum



Creativity

We design our curriculum to be as creative as possible, inspiring through first hand experiences which are inclusive and meeting the needs of the individual. We aim to learn and think creatively through a broad curriculum which enables all learners to discover, celebrate and nurture their talents.



Challenge

Inclusively, we aim to challenge all pupils through high expectations of behaviour and academic success. Working collectively, supporting one another, our curriculum broadens children's life experiences and enables children to take risks in a supportive environment. Central to this, is building self esteem and encouraging deep thinking, valuing pupil voice and providing rich learning experiences.



Community

Not only do we engage the community in learning, but we encourage sharing learning with the community. We aim to provide a curriculum which establishes a good foundation to enable our children to be inspired to make a difference in the world. Outdoor learning and taking responsibility for the environment is central to this as well as contributing meaningfully to our local, national and global community.

End points of our curriculum:

Principles of design					
Aspiration	PP / SEND / HAPS / EAL	Extended experiences	Subject related careers e.g. how learning is applicable / related to real world situation		
Core Knowledge	Subject based				
Procedural / Powerful Knowledge (skills)	Literacy / numeracy reinforcing opportunities within subjects	Debate / oracy skills and confidence	Opportunities to grapple with big concepts / ideas	1. Communication 2. Problem solving 3. Resilience 4. Initiative 5. Organisation 6. Teamwork 7. Digital literacy 8. Creativity	
Developing Cultural capital	Student Entitlements (e.g. trips / out of school clubs / residential)	Vocabulary extension and aspiration	Wider reading (stretch & challenge texts)	Engaging with inspirational visits and visiting speakers	School Values: Trust Responsibility Respect Honesty Perseverance
Developing Character	Values being lived out in practice	Excellent behaviour for learning	Attendance and punctuality	Independent study skills	
Creativity					
Identifying and addressing Context specific need Community	Healthy lifestyles (Healthy relationships)	Rural Engagement with Yorkshire Dales and Lake District	Developing Understanding of Diversity within the country and world		
Learning is Sequential	Key themes enhanced by Rosenshine's Principles of Instruction				

Geography subject Intent:

Our intent is comprised of the following 3 sections:

1. Our vision for the subject and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

1. Our vision

Subject vision here with highlighter colours referring back to our principles of design...

Our sequential Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places both nationally and globally to help develop their knowledge and understanding of the Earth's physical and human processes in a progressive way. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Kirkby Lonsdale and the surrounding national Parks so that they can develop of real sense of who they are, their heritage and what makes our community unique and special. We are also developing the children's ability to apply geographical skills to enable them to communicate their findings confidently to a range of audiences. Through high quality creative teaching, we develop essential characteristics of geographers and successful global citizens.

Our key concepts and core domains of knowledge

Our curriculum is designed to cover the four key areas of the Geography curriculum: Locational Knowledge; Place knowledge; Human and Physical Geography; Geographical Skills and Fieldwork. This is implemented through:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons (KS1 up);
- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory (KS1 up);
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Appropriate curriculum themed home learning tasks which children complete with adults at home;

2. The end points of our curriculum

The impact of the curriculum will be monitored by subject leaders through pupil voice and mini low stake quizzes ensuring that all the key areas of Geography are covered and understood. Children will be equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as a global citizen.

By the end of each year our learners will be able to:

EYFS	KS1	KS2
<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps Explain some similarities and differences between life in Thai country and life in other countries drawing on knowledge from observation, discussion, stories, non-fiction and, when appropriate, maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Location knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p>Human and physical geography:</p> <ul style="list-style-type: none"> Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	<p>(e.g. near and far; left and right) to describe the location of features and routes on a map</p> <ul style="list-style-type: none">● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;● devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment..	
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Explain how your curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Our curriculum is designed to be easily adaptable by professional teachers to ensure appropriate challenge and differentiation to meet the needs of all children, including those Higher attaining pupils, and scaffolding to meet the needs of all children, including those with SEND. Teachers ensure that prior learning for all children is assessed in order to adapt planning for each area of knowledge and investigation, and content is then appropriately adapted to fit the individual needs of the children in each class - for children with SEND, this is done in accordance with their IEPs/EHCP