



*Then God looked over all he had made, and he saw that it was very good!.....fill the Earth and govern it'. (Genesis 1: 31, 28)*

*The story of Creation, found in the beginning of the Bible makes it clear that for Christians our diverse and amazing planet belongs to God, the Creator. (Genesis 1: 31). Humanity is given dominion but with that comes the responsibility to act as His stewards, caring for the Earth and all that it contains for future generations.*

*We aim to be curious about the human and physical world around us, understanding how we can be Stewards of its natural resources.*

At St. Mary's we intend for the aspirational Geography curriculum to enable pupils to leave St. Mary's with:

- ✓ The ability to make sense of the world of which they are part; a secure understanding of the world and their place within it as part of God's Creation at local, national and international levels.
- ✓ The ability to draw on a skill- set to measure and interpret in thinking deeply about real world issues; fluent specialist knowledge and organisation in their learning, knowing the next steps through metacognition
- ✓ The study of places and relationships between people and their environments; how all can work to protect and be stewards of the Earth.
- ✓ The personal motivation to be excited about and curious to find out about physical and human geography and to be able to make connections between these and other knowledge.

Implementation: How do we deliver the Geography curriculum?

- ✓ Pupils are taught key knowledge and skills in clear progression as part of a 2-year cycle, linked closely to the National Curriculum with learning focussed on key concepts of Space, Place, Change and Sustainability.
- ✓ Pupils are taught to be fluent in the vocabulary of Geography as they understand the physical and human processes at work at local, national and international level.
- ✓ Pupils are equipped to understand the way that human choices at individual and societal level can impact the world for good and the choices which are detrimental to the environment.
- ✓ Fieldwork is undertaken as often as possible, both locally and on educational trips and visits so that pupils interact with the world with which we have been blessed; knowing first-hand a sense of place and space and how change and sustainability impact upon these places.
- ✓ Fieldwork is supplemented by a range of secondary sources are used to enthuse the pupils about the world in which they live.
- ✓ The sequence of learning includes opportunities to work collaboratively in collecting and analysing data and communicating their findings; developing inter-personal skills and resilience in response to enquiry.
- ✓ Engagement with local projects for a particular purpose, for example the creation of the RSPB Visitor centre and investigation into tourism upon our village ensures children understand the relevance of geography in the history, present and future of the local community.
- ✓ The work of Forest School and Eco-team is closely linked to knowledge of sustainability, especially in the context of our unique location on the edge of Sherwood Forest.
- ✓ Formative and summative assessment enables careful planning of next steps, with consolidation opportunities built into the sequence of learning.
- ✓ Quality First Teaching will enable all pupils to make progress; if appropriate, pupils who show particular aptitude are encouraged to participate in enhancement activities both within school and wider opportunities within the community.
- ✓ Quality First Teaching is enhanced through appropriate CPD and training, along with subject monitoring and supportive subject leadership. This includes collaboration with a local secondary school.

Impact: What difference is the curriculum making to our pupils?

- ✓ Pupils will achieve good progress based on prior starting points.
- ✓ Pupils will be ready to progress to the next stage of their learning in Geography.
- ✓ Pupils will be excited by and engaged with Geography, having a resilient attitude towards geographical enquiry.
- ✓ Pupils will have competency and flexibility to adapt their method of working and use prior knowledge to support learning.
- ✓ Pupils will have made connections within and between subjects and understand the way in which humans have the power at individual and societal level to preserve the wonder of the locality and wider environment in which they live

Impact is measured by the triangulation of lesson observations, work scrutiny and pupil voice in addition to assessment outcomes. Subject leader analysis establishes successes, targets and areas for development at individual, class and whole-school level.