



## Curriculum Statement

### **Share and love one another.**

We teach the children to respect each other and to behave with consideration. We aim for an atmosphere in which the children feel safe and valued. Discussions and team games start by establishing the ground rules for respecting each other's contributions.

In geography we help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

### **Together work to be like Jesus.**

The Catholic social teaching agenda, with its emphasis on justice and peace, guides our curriculum choices. Wherever relevant we relate what we teach to the influence of Gospel values. We encourage the children to imitate the resilience of Jesus in their learning behaviour.

In Geography we respond to our calling from Pope Francis to care for our common home by encouraging each child to reflect on the impact of mankind on our world. By introducing the concept of 'stewardship' in relation to sustainable development, we hope to create custodians of planet earth as we teach children how to love and protect creation.

### **Make people smile.**

We aim to encourage children to love learning so that they become self-motivated and derive joy from their work. Teachers endeavour to convey enthusiasm about the subjects they teach. There is an emphasis on effort for the satisfaction of self-improvement. Moments of awe and wonder are sought and celebrated.

The aim of geography teaching at St Monica's is to deliver a high-quality education that should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

### **Only teamwork can make dreams happen.**

Our curriculum focuses on skills of collaborative living and provides opportunities to practice those skills in context. In sport, group work and play, we promote respect,



patience and empathy. (There are expression of these values on

even children with a practical their Behaviour Plans.)

Discussion is very important in geography to help students make sense of the world, for organising and sharing their thoughts and for summarising and reflecting on what they have found out. Collaborative learning takes place through the development of fieldwork and geographical skills. Across the school children are given access to a range of fieldwork opportunities which allow them to work as a team to explore the local environment and learn more about the place in which they live.

### **Never stop trying.**

In the way we work, we develop resilience, determination, self-confidence and an understanding of the need for hard work and practice. We do this by placing an emphasis on enquiring, questioning and solving problems.

Through using an enquiry approach in geography, children are encouraged to be active participants in their learning and to demonstrate previously taught skills as they progress through the school. They learn how to read, draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Each topic builds upon another adding pieces to the bigger picture and skills are up-levelled as children are challenged.

### **Include everyone in all we do.**

In our teaching we ask the children to look at others through a lens of fairness, equality, justice and the sort of tolerance that is born of knowledge and fellow feeling. We work to combat stereotypes: in the way we speak to children and in the way we teach them to look at others.

Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others.

### **Care for others around the world.**

We want our children to develop knowledge and respect for other cultures, religions and peoples and for a sense of their responsibilities to flow from that knowledge and respect.

Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.



**Aim to be the best we can be.**

We define achieving their best as helping children to build a body of knowledge and learning how to think critically and creatively about it. To that end we use: self-assessment sheets, knowledge organisers, repeated low stakes testing and finding ways of applying the knowledge they are acquiring. A book per child per subject area is our way of ensuring we focus on what value each child is getting from every subject they study.

Deep learning is an embedded practice which is woven into the teaching and assessment of geography. Medium term planning outlines the strategies each member of staff is using to ensure progress. Children are exposed to a variety of creative strategies to revise and rehearse learnt skills and knowledge.