

Great Bardfield Primary School Curriculum Statement for: Geography

Intent:

At Great Bardfield Primary School our Geography curriculum is designed to allow pupils to explore the relationship and interactions between people and the environment in which they live and upon which they and all life on Earth depends. The Geography curriculum aims to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Great Bardfield, Essex and the city of London so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

In particular, we have established a school curriculum plan for geography that is aspirational in terms of instilling in our pupils as desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long lasting knowledge and understanding and mastery of core geographical skills.

Through high quality teaching, we aim to develop inquisitive geographers by:

- Including content, which is logical, relevant, broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and in line with National Curriculum.
- Sequences of lessons ensure that pupils can build on previous knowledge and understanding as they tackle more complex and demanding enquiries as they progress through the school.
- Built upon and has continuity with the provision for geography established in the Early Years Foundation Stage and in particular addresses the knowledge and skills expectations of the People, Culture and Communities Early Learning Goal;
- Inclusive in terms of delivering the same curriculum to all our pupils irrespective of specific learning needs or disabilities and adapting where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.
- A comprehensive understanding of the ways in which places are interdependent and interconnected;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Implementation:

Subject Leaders are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A medium-term plan which plans enquiry-based questions to allow our pupils not only to build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts. through child led learning.
- A cycle of lessons for each enquiry, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge to the point where they can answer the initial enquiry question;
- Learning activities are varied including the use of mysteries, maps at different scales, geographical puzzles, photographs and drama. We also provide varied and adapted ways

for pupils to record the outcomes of their work including the use of concept mapping, annotated diagrams, improvised drama and the application of wide range of writing genres.

- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner;
- Trips, including fieldwork, and visiting experts who will enhance the learning experience;
- A means to display and celebrate the pupils' work in their class;
- Appropriate curriculum themed home learning tasks which children complete with adults at home.

Impact:

Our Geography Curriculum is high quality, each enquiry which forms our programme of learning and teaching sets clear objectives and outcomes for the pupils in terms of knowledge and understanding and skills acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved these outcomes. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including:

- Interaction with pupils during discussions and related questioning
- Day to day observations
- Practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres.
- The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for geography in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

