**Geography Intent**

At Bedford Drive Primary School, we have constructed an ambitious Geography curriculum, which follows the content of the EYFS statutory framework and the National Curriculum.

The Geography curriculum feeds into the whole school curriculum structure of ‘Self’ ‘Society’ and ‘Global’ building upon prior knowledge, development and understanding. Our Geography curriculum is knowledge-engaged, meaning that children learn skills alongside knowledge, ensuring that both are explicitly developed. It builds upon children’s prior knowledge, development and understanding.

Values are a crucial element of our curriculum and are woven into Geography, along with our UNICEF Rights Respecting School status. We provide opportunities for children to discuss feelings and opinions about their knowledge of Geography and respect and value the work and opinion of others, work collaboratively on projects and be respectful towards each other’s ideas and abilities.

We have planned a range of experiences for pupils to enhance the Geography curriculum. Our Outdoor learning provision successfully enhances and utilises geographical knowledge, understanding and skills, such as mapping skills and geographical language. The children thrive when they engage in these bi-weekly activities.

Within our curriculum, we have a whole school summer ‘Zoo’ project, where children learn about the importance of conservation on a global scale. We do this in collaboration with Chester Zoo. The range of experience and learning opportunities we offer ensures that our pupils benefit from a variety of spiritual, moral, social and cultural activities.

We provide an inclusive curriculum, ensuring those who have special educational needs and/or disabilities and those who are disadvantaged can all receive the same opportunities as their peers in Geography. Expectations are high for every pupil with appropriate levels of challenge and support. The schemes of work, which we have created at Bedford Drive are ambitious; they help children, many of whom start at Bedford Drive below age related expectations, to quickly gain knowledge and skills. We want our children to know more, understand more and remember more about Geography.

Within our scheme of work, we have built in opportunities for repetition and practise of essential knowledge, skills and understanding. This ensures that children are able to revisit previous learning and help them to transfer this learning into the long term memory. We aim to build schemas to help our pupils make meaningful connections, develop higher thinking orders and deeper understanding.

Within the Geography curriculum, we have identified clear end points for each Key Stage and ‘sticky knowledge’ for each year group. We are ambitious for all of our pupils and expect them to work towards and achieve these end points in Geography.

**EYFS End Point:**

By the end of Foundation 2, pupils should know about similarities and differences in relation to places, objects, materials and living things. They should talk about the features of their own immediate environment and how environments might vary from one another. They should make observations of animals and plants and explain why some things occur, and talk about changes.

**KS1 End Point:**

By the end of Key Stage 1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. This will enable pupils to move into KS2 with strong, basic skills, ready to develop further.

**KS2 End Point:**

By the end of Key Stage 2, Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

We have carefully analysed and discussed our pupils’ backgrounds, life experiences and cultures which has helped us to design a Geography curriculum which is ambitious. It will ensure our pupils can successfully meet the challenges in the next stage of their education and lives. It will, crucially, empower them to feel that their Geography education has purpose and value. They will develop experiences which can then be of service to the community and wider world.

Oracy is a key element of the curriculum and the development of vocabulary is paramount. For Geography, we have clearly identified vocabulary that builds up progressively. Pupils also get opportunities to develop oracy skills through talking about the world around them.

Through Geography, we intend that the pupils should become:

**Self - Successful learners** – we want our children to be knowledgeable, articulate and curious, having a sense of knowledge and understanding in Geography. We provide opportunities and experiences for our pupils to see possibilities available for their future and for their world.

**Self - Confident individuals** – we want our children to enjoy coming into school and have constructed a curriculum to promote and develop a love of learning and encourage curiosity; whilst ensuring they live safe, happy, healthy and fulfilling lives.

**Society - Responsible citizens** – we aim to offer experiences, which help them become resourceful learners who use their initiative, and make a positive contribution to society.

**Global -** Cultural capital is a key feature within our schemes of work; children are exposed to a range of explorers, naturalists and environmentalists, who have shaped our history and have contributed to the culture, creativity and wealth of our nation, as well as some of the greatest achievements of mankind.

**Implementation**

At Bedford Drive Primary, we are committed to supporting and training our staff. To help staff improve their Geography subject knowledge, we are linked to local subject leader networks, have staff training sessions and all teaching staff are members of the Geographical Association.

We are determined that our children are taught by knowledgeable experts, all teachers are helped through planning meetings, shared teaching and courses to improve their subject knowledge. We use geographical websites, books and visits to places of geographical interest to enhance our knowledge.

We support and advise staff with how to demonstrate and explain Geography concepts to children. Teachers use a range of resources such as books, images, maps/globes, games, computing, websites and artefacts to help them develop pupils’ discussion, oracy and presentation skills. Teachers demonstrate and explain key vocabulary and terminology which pupils need to access the lesson. Children are encouraged to develop their geographical knowledge and skills through dilemma led learning.

Common misconceptions are identified when planning Geography lessons to avoid common misunderstandings when teaching, for example developing knowledge about the world, the United Kingdom and their locality in KS1 and in KS2 extending their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

We implement our Geography schemes of work through well-structured lessons; ensuring that we revisit and revise prior learning using strategies such as quizzes, games, online learning and recapping previous lessons. This helps to develop memory and ensure knowledge, skills and understanding becomes part of the long-term memory.

Our ambitious and carefully sequenced Geography curriculum and planning means that we have opportunities for repetition and practise of essential knowledge, skills and understanding within Geography.

We use a ‘mastery’ approach within Geography; this ensures that pupils are able to revisit previous learning and help them to remember in the long term, content taught and how to integrate new knowledge into larger concepts. We want to move our pupils’ thinking to a higher level in order to develop a deep understanding rather than just acquiring new facts and knowledge. For example, The U.K and its capital cities is taught in Y1and revisited in each year group. This ensures that the children revisit prior knowledge, skills and understanding and build upon it.

We want to move our pupils’ thinking to a higher level in order to develop a deep understanding rather than just acquiring new facts and knowledge.

Teachers use assessment well; we use our school tracking system, ‘Insight’ to track the progress and attainment within Geography. Using assessment for learning means that staff can be flexible and reshape a lesson if they identify a misconception or error, which can quickly and easily be addressed and corrected.

Key vocabulary is identified and used appropriately. As oracy is an important part of our curriculum, we ensure that pupils have opportunities during Geography lessons to discuss debate and present their work, thoughts and opinions.

**Self - Successful learners** – we teach lessons that have chances for pupils to be curious and fascinated about the world and its people that will remain with them for the rest of their lives.

**Self - Confident individuals** – we teach lessons that give opportunities for pupils to express their thoughts, ideas and opinions, as well as taking into consideration the opinion and viewpoints of others.

**Society - Responsible citizens** – we teach pupils to be resourceful learners who use their initiative, and make a positive contribution to society.

**Global -** Cultural capital is a key feature within our schemes of work; pupils are exposed to a range of great geographers, explorers and naturalists that have shaped our history and have contributed to the culture, creativity and wealth of our nation, as well as some of the greatest achievements of mankind.

**Impact**

At Bedford Drive, we want our children to know more and remember more. Therefore, we use formative and summative assessment information to inform planning.

Our tracking system, Insight, allows staff to assess systematically what they children know as the unit of work progresses, which is then used to inform future planning. Staff can quickly see, which child or group of children need further support within their Geography unit of work. These formative assessments, then inform our summative assessment judgements, in each subject.

As part of our monitoring cycle, SLT and Subject Leaders monitor all subjects over the academic year. Monitoring includes: books looks, learning walks/ lesson observations, pupil voice and/or parent voice. Our Governors are also part of this process. Through this rigorous monitoring cycle, we have the opportunity to see the impact of our curriculum upon the children.

We believe that through the Geography curriculum, we can impact on what a child is feeling about themselves so that they feel confident and competent geographers; ready to tackle any challenge that they may face. Our curriculum ensures that every child receives an appropriate mix of academic and personal development and here at Bedford Drive, we place high priority on ensuring children’s physical and mental well-being needs are being met.

Our full and rich curriculum, with its excellent range of experience ensures that every pupil at Bedford Drive Primary School makes good progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

We will see:

**Successful learners** – as children confidently and passionately talk to us about their learning in Geography. Children who have a wide vocabulary and are able to apply their geographical skills. Basic skills taught will enable children to move to the next stage of their learning and knowledge will equip our children to be good citizens in a multi-cultural Britain.

**Confident individuals** – who enjoy coming into school and are invested with their learning, showing a resilient, can do attitude. Through inquiry learning, children are able to articulate solutions.

**Responsible citizens** – who confidently talk about a difference they can make for **themselves**; through learning about how to be a good learner and a kind friend; our **society** through projects such as ‘Adrift’ where all children learn about social justice; and **globally**, where all children learn about conservation through a project with Chester Zoo.