



Geography: Intent, Implementation & Impact Statement

This document outlines: the intent and rationale behind the Geography curriculum, how to deliver it and how to measure pupil progress.

INTENT

School Curriculum Intent:

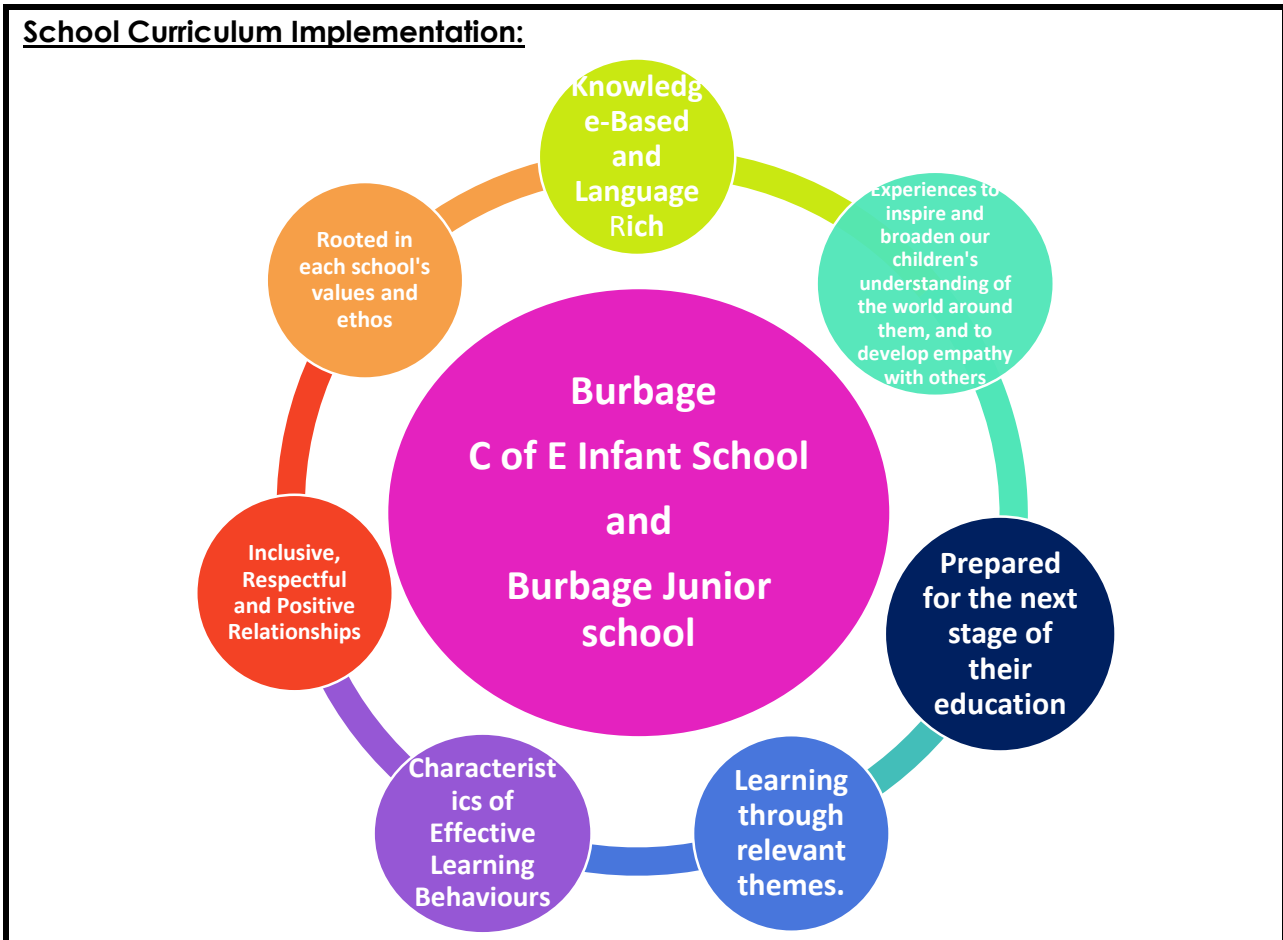
For our learners our curriculum provides:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

At Burbage C of E Infant School, we want to inspire in our children the curiosity and fascination about the world and people around them. We believe that the teaching and learning in geography provides the children with the necessary skills to develop an awareness of the world around them. Our curriculum is designed to develop knowledge and skills that are progressive and that will equip our children with geographical enquiry skills, key knowledge and subject specific vocabulary needed. Our aim is to ensure that this knowledge is embedded through a knowledge rich, challenging curriculum delivered through high quality teaching and engaging learning opportunities. We strive to provide the children with opportunities to investigate and make enquiries about the local area here in Burbage and Hinckley, so they can develop a sense of who they are and what makes our area unique. Our aim is for children to leave our school with a range of geographical skills and knowledge which will enable them to succeed in their junior and secondary school education.



IMPLEMENTATION



At Burbage C of E Infant School, we have developed our curriculum using the Oddizzi scheme of work to plan and resource our geography lessons. The scheme helps to ensure curriculum breadth, coverage, content and structure that enables clear progression of knowledge and skills: from lesson-to-lesson, term-to-term and year-to-year. Oddizzi lessons are well-sequenced, with clear progression in knowledge, skills, concepts and vocabulary. It also links to other areas of the curriculum and it includes guided reading activities for each topic so the children can learn more. Alongside this, the scheme allows us to create a vocabulary rich environment where the children are exposed to keywords that are displayed and used during all lessons.

The scheme provides engaging resources to support the teaching and learning of Geography by using a range of teaching activities that ensures effective and appropriate learning based on the structured pathways in the long-term plan. These resources include videos, pictures, maps, online information pages, vocabulary games, follow me cards and stimulating worksheets to support learning. The scheme also allows the children to develop their understanding further with 'What if...' questions that encourage them to use what they have learnt to justify their answers.

In Key Stage 1, the children will cover three topics per year. Geography will be taught weekly during three half-term blocks in the autumn, spring and summer terms. The children will accumulate and build on skills and knowledge as they progress through the topics during the year. Therefore, the skills and knowledge learnt in the autumn and spring terms will feed into the place-based study in the summer term.

We strive to create a knowledge rich curriculum that is designed to help children remember what they have learnt and build on previous learning. These key skills and facts are revisited in future lessons and at different points across the year and year groups.


The Oddizzi scheme ensures that across the year, pupils are accessing and experiencing geographical learning in the four main areas of geographical study:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and knowledge and fieldwork

Please see our long-term overview below which shows the geography units each year group will cover in each of the terms.

Pathway 2 - Total Geography			
Year group	Autumn <i>(Full Schemes)</i>	Spring <i>(Full Schemes)</i>	Summer <i>(Full Schemes)</i>
1	Weather and climate* (fieldwork opportunity)	United Kingdom* (fieldwork opportunity)	Local area* (integrates fieldwork)
2	Continents and oceans	Hot and cold places	Mugumareno Village, Zambia

IMPACT

<p>School Curriculum Impact:</p>  <p>Prepared for the next stage of their education</p>	Pupils who take responsibility for their own actions and make a positive contribution to society.
	Knowledge of British and global society beyond their own through the curriculum.
	Able to use technology effectively and safely.
	Excellent behaviour and attendance.
	Healthy lifestyle choices- safe, healthy and fulfilling lives.
	All children to make good progress from their starting point.
	Pupils who enjoy learning and can independently explore and enquire.

The impact of our geography curriculum is monitored through both summative and formative assessment opportunities. All lessons begin with a recap of the knowledge and skills learnt in the previous lesson to ensure that the knowledge has been embedded before moving on. The use of 'What if...' questions at the end of some of the lessons also enables the children to showcase their understanding.

At the end of each topic, we use Oddizzi's 'Show What You Know' end of topic assessments which help the teachers to evaluate how much the children have learnt throughout the topic. This also allows teachers to monitor pupil's outcomes and tailor support to those who need it.

A portfolio of work from across the school will be built up to show examples of a range of work and the evidence of progression. We will also monitor the progression of geography skills taught for each topic to ensure there is progression of skills across year groups.

In EYFS, regular observations and assessments are recorded using assessment tick sheets and children's learning journals which all contribute to the Early Years Outcome for Understanding the World.

As our Oddizzi scheme becomes more fully embedded and our children grow as geographers, our intended impact of our geography curriculum is outlined below:

- An inclusive curriculum which meets the needs of all learners;
- Children will begin to have excellent knowledge of where places are and what they look like, in both Britain and the wider world;
- Children have excellent geographical knowledge and vocabulary;
- Children have the ability to explain their findings;
- Children will have developed their fieldwork skills;
- Children have a genuine interest in the subject and real sense of curiosity and fascination about the world and the people who live here.