



Geography: Intent, Implementation & Impact Statement

The Burbage Way:
striving to be the best version of ourselves.

Respect

Integrity

Inclusivity

Kindness

Excellence

Enjoyment

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.

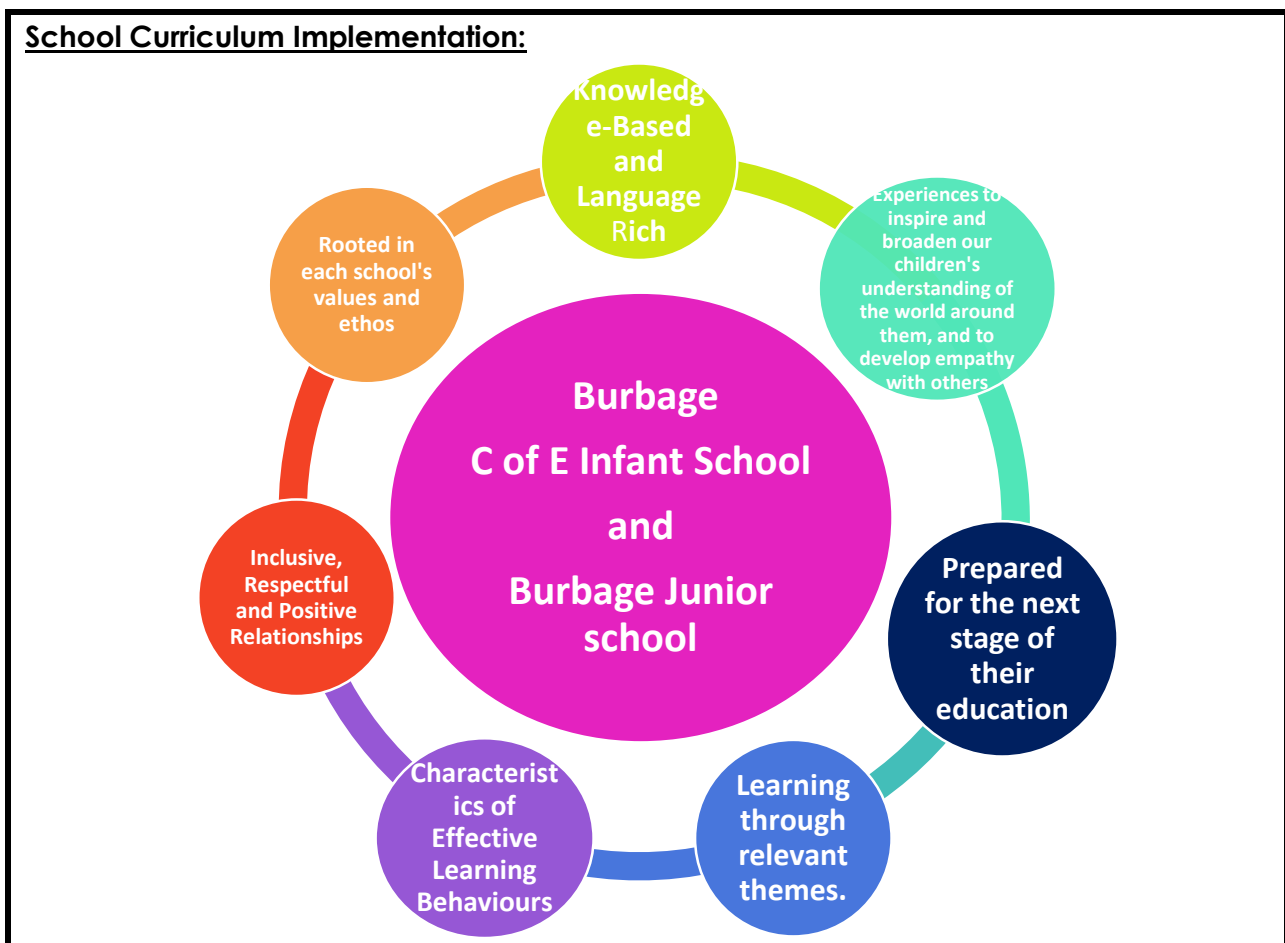
We use Oddizzi scheme of work which immerses children into the wider world. This enables children –

wherever they are – to ‘break out’ of their own setting and view the world through the eyes of other people and their communities. This is achieved through carefully managed content, which assures curriculum breadth, coverage, content and a structure enabling a clear progression in knowledge and skills. It provides pupils with a solid understanding of the people, places and cultures of the world. This will expand the horizons of our learners through text, images, maps, videos and exploring our local area.

We want pupils to have the realisation of who they are and where they live. Throughout KS2, our pupils will explore people, places and cultures so they become confident global citizens. This will provide them with a unique view of the world to enable them to become aware and be appreciative of the environment and communities that exist both locally, nationally and internationally.

In order to prepare pupils for their future learning in Geography, our scheme aims to introduce them to key substantive concepts including locational knowledge, place knowledge, human and physical processes, the environment which are all interwoven with geographical disciplinary knowledge including map and fieldwork skills.

Implementation



The Oddizzi Primary scheme emphasises the importance of geographical knowledge being shaped by disciplinary approaches. These strands are revisited throughout our Geography units to create engaging and enriching learning experiences which allow the children to investigate the world as geographers do.


Each six-lesson unit, taught termly, encompasses geographical knowledge, key vocabulary alongside investigative and map skills. Vocabulary and knowledge will be revisited throughout each lesson to enable pupils to remember more.

During the Autumn term, years 4 and 5 undergo a fieldwork study. They have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork). Pupils are presented with an enquiry question, gather data from our local area and pose solutions to improve our village. Years 3 and 6 have a more in-depth local study exploring their school, village and local towns and cities.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary. Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust geography curriculum.

Adaptations to children’s independent work are created by class teachers to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils’ learning are available when required through extra challenges. This deepens their understanding, allows them to present their knowledge in their own way and also provides an additional formative assessment tool.

Impact

<p>School Curriculum Impact:</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.

During our lessons, formative assessment is constantly used to help pupils to know more and remember more through referencing back to knowledge organisers, vocabulary, either on display or presented as a word mat, and mini quizzes. Repetition and presenting this vocabulary and knowledge in different ways is paramount throughout each unit. Staff are also aware of which vocabulary is recapped and in which year group it first appeared (so links can be easily made to prior learning) and which vocabulary is new learning.

At the end of a unit of work, pupils have the opportunity to self-assess their learning though either an end of unit written assessment or through Oddizzi’s online quiz. This data can then inform both pupils

and teachers of which knowledge needs further reinforcement and creative ways can be made to interweave these in following units either in geography or in a cross-curricular approach.

The Oddizzi online quiz can be repeated throughout the teaching unit or at a later date to track personal progress for each child.

Through our pupil's engagement in lessons and teacher's enthusiasm for the subject we are helping our children to develop and understand the diverse communities that exist both locally and globally. This embraces their values and helps to create a sense of global citizenship.