



Brompton and Sawdon Community Primary School

## Curriculum Intent Statement for Geography

Geography is essentially about understanding the world that we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. We encourage our pupils to develop a greater understanding and knowledge of the world, as well as their place in it.

Our geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Brompton and Sawdon, we want to instil our children with a curiosity and fascination about the world and people within it; to promote their interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

### Implementation

Closely linked to our **Wild School**, our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves that they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built upon from one year to the next, in order to maximise learning for all children.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded. **Wild School**, trips and fieldwork are provided to give first hand experiences, enhancing the children's understanding of the world beyond their locality.

### Impact

**By the time children leave Brompton and Sawdon they will:**

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Have frequently utilised and developed fieldwork and other geographical skills and techniques.
- Have a passion for the subject and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in good knowledge and understanding about current and contemporary issues in society and the environment.
- Know possible career opportunities within Geography

All of our school Pillars support the acquisition of geographical knowledge. We intend that our Geography curriculum and lessons give opportunities to:

- Collaborate / contribute / support others / learn from a range of people (**our Family Pillar**)
- listen and be heard / explore geography in different contexts / learn about cultural differences (**our Respect Pillar**)
- Learn about similar of opposing views to hunting and conservation / Explore differences and similarities in habitats and landscapes / Explore changes in farming and relationships with nature / learn about the impact that humans are having on the world (**our Nature Pillar**)
- Learn about different people, places and outlooks / different events, views and beliefs (**our Rainbow Pillar**)
- Show resilience / be independent / ask questions and investigate / present, challenge and be challenged (**our Ready to Fly Pillar**)

We also recognise our responsibility to develop our children as global citizens with the skills and knowledge to contribute positively to their communities. Throughout our Geography curriculum we also entwine opportunities to develop the following areas of knowledge:

<b>Diversity</b>		<ul style="list-style-type: none"> <li>• Know that different locations can be very different.</li> <li>• Recognise some features of Brompton</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the characteristics of people from two different locations.</li> <li>• Compare locations with Brompton</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how and why society is different in different locations</li> </ul>
<b>Global awareness</b> (throughout subject)		<ul style="list-style-type: none"> <li>• Know some local historical places</li> <li>• Know some historical sites in London</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name the differences between our own location, Egypt and others</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the different continents</li> </ul>
<b>Rural Aspirations</b>		<ul style="list-style-type: none"> <li>• Know some special things about my country and village</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some of the career possibilities within the sphere of geography. (eg. Cartographer / surveyor / teacher / Conservation Officer / Planner)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the skills needed within different careers within the sphere of Geography – Conservation Officer / Planner</li> </ul>
<b>Inspired by Nature</b>		<p>We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking for ways to learn from it.</p>		

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

**This might include:**

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

**If they can't learn the way we teach, we teach the way they learn.**