

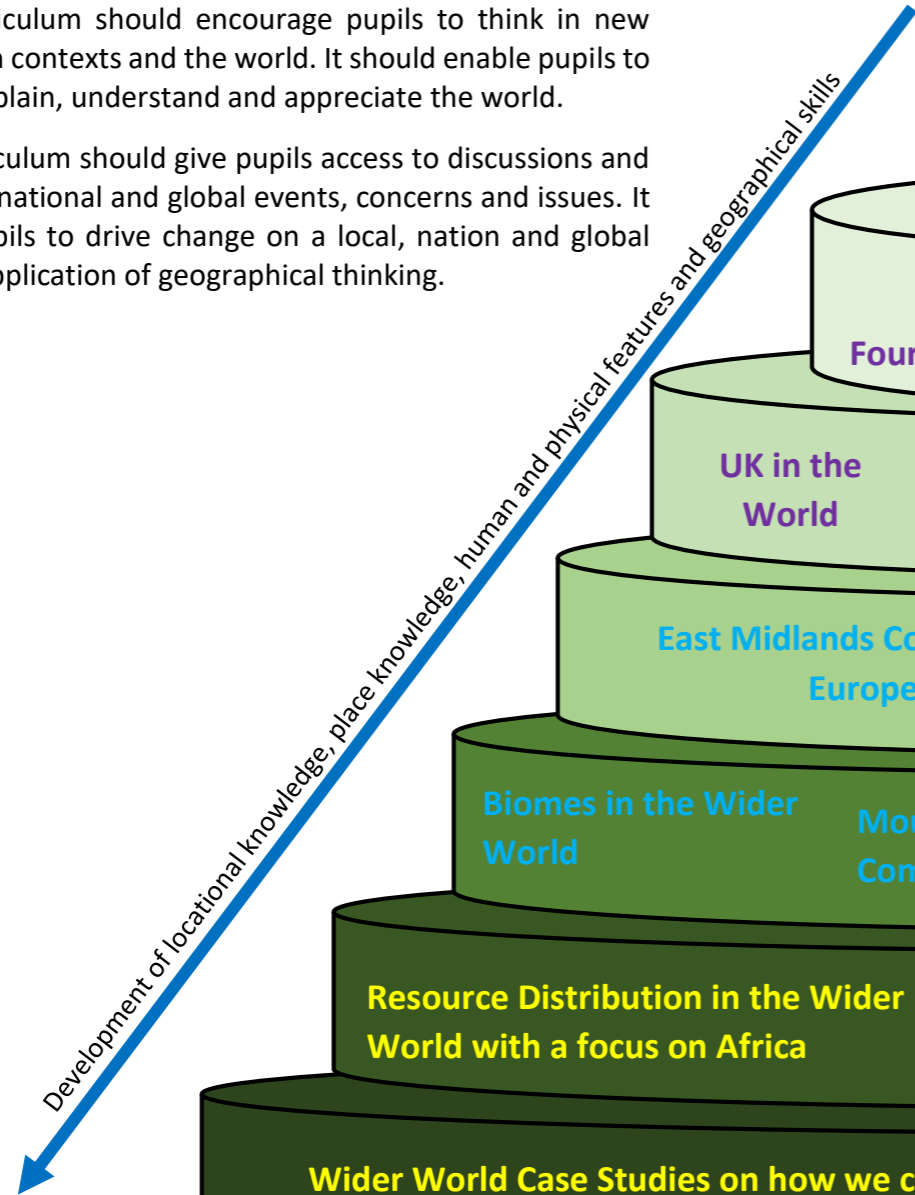
All Saints, Sharnford and Ullesthorpe Primary Geography Intent Statement

Intent

Our Geography curriculum should be an ever-widening scope that extends pupils' experience and awareness beyond the personal to the wider world. Children should gradually expand their knowledge of the world by starting with their immediate environment in EYFS and expanding throughout their time in school until they leave in Year 6.

Our Geography curriculum should encourage pupils to think in new ways about their own contexts and the world. It should enable pupils to describe, analyse, explain, understand and appreciate the world.

Our Geography curriculum should give pupils access to discussions and debates about local, national and global events, concerns and issues. It should empower pupils to drive change on a local, nation and global level through their application of geographical thinking.



Implementation

Our Geography curriculum has been designed with three significant strands in mind; the aims and objectives of the National Curriculum, our 6 global Values that children will develop through Geography and History; and a flexibility that can reflect, and respond to the needs and passions of our school communities.

Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world. We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year.

Location knowledge, fieldwork and map work are woven throughout our Geography curriculum. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum. In-depth fieldwork opportunities are greatly amplified through our bespoke local area units where children go out into the field to conduct observations, surveys, investigations and field sketches. The use of maps and compasses enhances this experience.

At the start of each unit, children will review previous learning and will have the opportunity to share what they already know about a current topic. In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous units as well as previous lessons.

Children are given a knowledge organiser at the start of each unit which details some key information, key questions and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and are used as a reference document. These are also sent home with the children.

Impact

The impact of this geography curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave their individual school reaching at least age-related expectations for Geography. Our Geography curriculum will also lead pupils to be enthusiastic Geography learners, evidenced in a range of ways, including pupil voice and their work. Upon leaving our Primary Schools to embark on their journey to Key Stage 3 learning, children will be equipped with the skills, knowledge and understanding to confidently continue their geography learning journey.