



Curriculum Intent Statement for St Mary's Broughton Gifford Primary School

Our School Vision

Our vision, as a Church of England primary school set in a caring and nurturing village community, is deeply rooted in strong Christian traditions. We aim to develop happy people with enquiring minds and a lifelong love of learning, who are inspired by the world around them. We will ensure that they have the skills, knowledge and adaptability to thrive and flourish in life.

The Bible verse that sets our vision statement in context comes from the words of Jesus:

"I have come that they may have life, and have it to the full." John 10:10.

Our Curriculum Pledge

At St Mary's Broughton Gifford Primary School, our curriculum pledge is:

- We promise that we will have the highest expectations for all
- We promise that we will uphold our school Christian values
- We promise that we will all be inspired, excited, engaged and curious learners
 - We promise to nurture life-long learning

Geography Intent

Geography should give children a real sense of who they are and of their heritage through investigations and enquiries about their local area. By investigating a range of local, national and global places, children develop their knowledge and understanding of the Earth's physical and human features. This will allow them to recognise the world's interdependence, how they fit into that world, their impact on it and consequently their rights and responsibilities to other people and to the environment.

Through high quality teaching, we will develop the following essential characteristics of geographers:

- A genuine interest in the subject and a real sense of curiosity about the world and the diverse nature of the people who live here;
- An excellent knowledge of where places are and of their human and physical features, both in Britain and the wider world;
- A comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive geographical vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings, expressing well-balanced opinions about current issues in society and the environment;
- Excellent fieldwork skills;*
- A range of other geographical aptitudes and techniques.**

Geography Implementation

- Teachers plan a two year rolling cycle of topics. Some topics are Geography led and some topics will deliver Geography in a cross curricular context.***
- From this, teachers plan a cycle of lessons which ensure progression in skills and knowledge and suited to mixed age classes.
- Lessons will be creative and engaging, using a variety of the best teaching techniques to ensure children's understanding and development as geographers.
- Planning will include elements of whole school learning approaches such as learning outside the classroom.
- Effective questioning will be planned for in order to deepen children's understanding and to encourage them to develop their own questioning skills.
- Teachers will ensure opportunities for fieldwork, suitable to each age group, are carefully planned and integrated with classroom learning.
- Trips with a geographical focus will be used to enhance children's learning experience when appropriate. Other trips will be explored for incidental geographical outcomes.
- Residential trips will be used to enhance geographical learning through the application of knowledge and skills in practical contexts.
- Continuing professional development will be provided according to the needs and interests of the staff and in line with the school development plan.

Geography Impact

- Teacher assessment, throughout the year, will be formative and ongoing.

- Summative assessment will take place at the end of the year and pupil attainment is recorded on assessment grids and reported to parents.
- Displays, children's scrapbooks and learning journals will be used to display children's learning and to evidence the range of stimulating activities in which pupils have been engaged. Children will be able to access these books to reflect upon their previous learning.
- Anecdotal evidence of the wider impact of the geography curriculum will be noted and appropriate records kept (e.g. in a worship Diary of Reflection)
- Delivery of the curriculum and pupil progress is monitored by the subject lead and SLT, through discussion with pupils and reviewing their learning in their scrapbooks.
- The governing body will monitor the school's progress in developing and implementing the Geography curriculum through the sharing of children's learning, discussion with the subject leader and SLT, link governor visits, pupil discussions and the sharing of end of year data.
- This policy will be routinely reviewed at least every year.

**KS1: Observation.*

KS2: Observation, measurement, recording (sketch maps, plans, graphs and digital technologies).

***KS1: Use and understand maps, atlases, globes and aerial photographs (including keys); make simple maps; use four compass points and locational vocabulary.*

KS2: Use maps, atlases, globes and digital/computer mapping; use the eight points of the compass, four-figure grid references; interpret and use keys and symbols (including Ordnance Survey maps); use a wide range of geographical sources to investigate patterns and places.