Geography curriculum intent

At Birklands Primary School, we believe that developing:

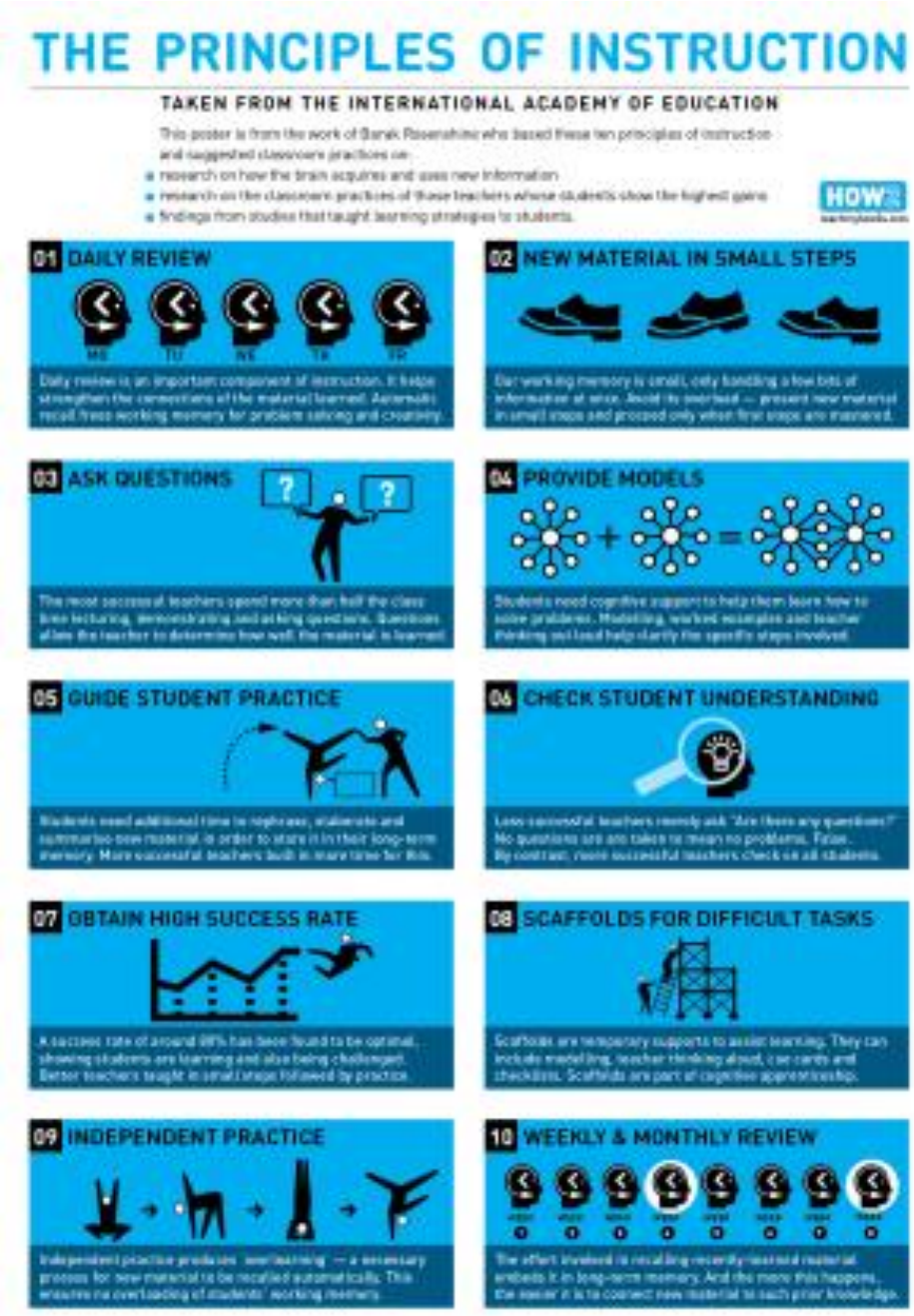
- Independent learners
- Creative thinkers
- Socially confident and responsible citizens
- Cultural knowledge

will provide our pupils with the positive powers to make a difference in their lives and break the cycle of deprivation associated with the area that we serve.

The impact of this is that through the teaching and learning of Geography we:

- Develop and nurture curiosity and inquisitiveness by posing each theme and lesson as a question.
- Provide all children with opportunities to develop a deep understanding of the natural and physical world around them, an understanding of the impact humankind is having on the natural world, acquiring specific skills and knowledge to help them to think like a geographer.
- Expose pupils to geographical terms and vocabulary, maps and atlases which enables them to apply geographical knowledge and skills.
- Develop rational thinking and encourage children to challenge the impact of human actions on natural features and the physical environment, knowing that the need for evidence is key.
- Encourage creative thinkers when researching, investigating, exploring and experimenting possible answers/solutions to the question.
- Ensure that all lessons are interactive, encouraging peer talk, investigation and questioning preconceptions.
- Raise aspirations by immersing children in new knowledge and experiences, showing them that this subject opens up opportunities to a career they may not have previously considered.
- Empower children to look beyond their immediate environments to develop a sense of adventure and curiosity about the wider world.
- Develop determination, resilience, self-motivation and reflective thinking by actively highlighting how geographers approach their work and research.
- Ensure that knowledge and research is linked to wider understanding of the impact humans and the natural world have upon physical features of the planet.

As a school, we have agreed that Geography coverage will be taught as a block unit of work to enable deeper thinking and broader understanding. Units of work and lessons are planned and delivered in accordance with Rosenshine's principles of instruction. The knowledge should therefore be memorable and transferable.



Knowledge is a prerequisite to the development of skills. Knowledge acquisition should be revisited in order to be embedded. Each geography lesson will begin with a retrieval activity linked to prior learning. By interweaving prior knowledge, we aim to ensure that the learning becomes secure.

With formative assessment, classroom feedback and support, children are encouraged to move forward in their geographical knowledge and understanding. Misconceptions are addressed throughout the unit of work and lesson using skilled questioning, pre and post quizzes linked to key learning, enabling children to make good progress.

Within each unit of work, there will be a cross-curricular link with the text/ poem/film used, as part of the English unit of work. This enables opportunities for deepening knowledge and writing at length in other areas of the curriculum.

All children are encouraged to be independent and active learners within Geography by being given the opportunity to argue, evaluate and defend environmental impact through applying their geographical knowledge.

Our Geography curriculum encourages our pupils to become more socially aware by having an environmental focus that interweaves key geographical knowledge such as location of countries, oceans, etc. Staff use probing questions to ensure children can articulate their thinking.

Throughout our Geography curriculum, all groups of learners are encouraged to work collaboratively. Peer talk is used. Debates and discussions are actively encouraged. Key vocabulary is displayed and pupils are given the knowledge and understanding to use this appropriately.