



Intent, Implementation and Impact statement

Subject: Geography

Intent:

At Bramley Park Academy, we believe Geography is an important part of children's development throughout school, right from an early age. Our aims are to fulfill the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. We intend on delivering a curriculum which:

- Aims for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people.
- Equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes.
- Develops geographical skills: collecting and analyzing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.
- Fosters a love of learning about geography by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.
- Gives each pupil a chance to **BELIEVE** in themselves as geographers and develop the power of resilience and can **PERSEVERE** when faced with challenges.

- Engages all children and entitles them to the same quality of teaching and learning opportunities, striving to **ACHIEVE** their potential.
- Provides equal opportunities for children to apply their geographical knowledge to other subjects (cross-curricular links).
- Is in line with the expectations in the National Curriculum 2014.

Implementation

- Geography at Bramley Park Academy is taught in a cross curricular approach throughout the year, so that children can achieve depth in their learning.
- Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school through the progression of skills document.
- At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out through knowledge harvests.
- This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.
- Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.
- Cross curricular outcomes in geography are specifically planned for.

- The local area is utilized to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.
- In the EYFS Geography is covered under the aspect Understanding of the World. This is taught through topics which are covered in discrete teaching sessions, using cross-curricular links such as key texts in Literacy. This is also taught through the use of carefully planned continuous provision where adult led, child led and mutually directed play is encouraged for children to independently apply their skills and knowledge. Assessment will be carried out using statements from our bespoke curriculum statements using Development Matters and Birth to 5 Matters. Key concepts and vocabulary will be progressive across the EYFS to ensure foundations are in place ready for KS1.

Cultural Capital

- Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.
- Cultural capital is the accumulation of knowledge, behaviors, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.
- Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

- At Bramley Park Academy, children benefit from a flexible curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.
- Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in nursery and beyond. These include trips to the local park, shops and visits to places of worship, museums, sports and music venues just to name a few.

Impact

- Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge.
- Teacher's clearly set out lesson objectives using the assessment grids and National Curriculum to ensure coverage.
- Children review their successes in achieving the lesson objectives at the end of every session and are encouraged to identify their next steps.
- Children record what they have learned comparative to their starting points at the end of every topic.
- As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.
- The impact and measure of this is to ensure that children at Bramley Park Academy are equipped with geographical skills and knowledge that will enable them to be ready for the

curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

- Geography assessment is ongoing in order to inform teachers with their planning, lessons and differentiation.
- Summative assessment is completed at the end of each unit in order to track progress and make middle leaders aware of the skills that require further improvement or embedding.
- Following the schools Quality Assurance monitoring cycle, Geography is monitored across all year groups following a range of strategies such as lesson observations, pupil voice and lesson observations.

