Geography Intent

"Let's explore this wonderful world together"

At Burlington Infant School, we develop children's skills in recognising, describing, explaining, comparing and evaluating human and physical geographical elements with a high level of technical vocabulary being accurately used and applied. We aim to produce independent and evaluative thinkers who have empathy for how others live to develop an awareness, respect and curiosity for different cultures and societies and the physical world around them. Children should have the opportunity to ask questions, make links, allowing them to make sense of the world around them. They will have opportunities to work collaboratively and learn through the use of the outdoors, trips and other experiences. Geography at Burlington is accessible to all learners, regardless of individual starting points.

Our Geography curriculum has been designed to cover their experiences, needs or abilities encompassing all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that *"a high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them the rest of their lives".*

Our aim at Burlington Infant School is that Geography has a clear learning journey across the whole school. We want our children to have a curiosity and fascination of the world that will stay with them through their lives. We hope to instil a love for enquiry and investigation in our children and motivate our pupils to take an active part in contributing to and protecting this world as they grow up.

How is our intent implemented in the classroom?

We seek to broaden children's real life experiences, both inside and outside the school through access to our outdoor classrooms, educational visits, visitors, exploration and discovery. We aim to stimulate the children's interest in their surroundings and also the wider world by expanding horizons out of the local community.

To ensure our pupils develop a secure knowledge that they can build on, our Geography curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught. These include location knowledge and vocabulary, place knowledge and vocabulary, understanding other cultures, human and physical geography and map skills and fieldwork. Geography is taught through topics that are inspiring and aim to develop children's natural curiosity. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

All learning will start with revisiting prior knowledge. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Teachers will use images and artefacts to enhance learning.

Consistent learning walls in each classroom provide constant scaffolding for children. Subject specific vocabulary is displayed along with key facts, questions, and model exemplars of the work being taught.

In EYFS Geography can be found within 'Understanding the World' and this provides links with science and history. Children in Reception explore the environment around them both indoors and outdoors. They are encouraged to talk about, draw and write about what they can see.

In Key Stage One the children begin to look at their surroundings in more detail and talk about, draw and write about the changes they observe during the course of a year. The children begin to learn about their local area and compare it to other areas and countries. They learn to draw and read maps and develop knowledge of basic geographical vocabulary that refers to human and physical features.

What is the impact?

At Burlington Infant School we can judge the success of our Geography curriculum in the following ways:

Pupil Voice – our children are happy, motivated and engaged. They know more and remember more from year to year.

Learning Walks (including those with governors and external visitors) – provide the evidence of our intent.

Planning – class teachers adapt planning to ensure that progress is maximised and allows children to gain knowledge and master the skills they need.

Topic Books – shows presentation is of a high standard and children are making expected progress from their starting points.

Data - summative assessment is completed at the end of each topic and the data is analysed by the subject leader.

The Learning Environment – engaging and rich in language to support children's learning.