

# Broom Barns Primary School

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## Geography Intent, Implementation and Impact Statement

### Intent

At Broom Barns Primary School, our geography curriculum is designed to develop children's curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. It is supported by our whole school vision, enabling every child to be resilient, independent, confident and happy (R.I.C.H.).

Children will investigate a range of places both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human features and processes. We are committed to providing children with opportunities to investigate and make enquiries about the local area of Stevenage and Hertfordshire so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

Our aim is to equip our pupils with geographical enquiry skills, key lifelong knowledge and subject specific vocabulary. We aim to embed this knowledge through a challenging, knowledge rich curriculum delivered through high quality teaching and learning opportunities which culminates in children producing high quality outcomes.

### Implementation

At Broom Barns Primary School, our geography curriculum follows the Oddizzi planning pathway A. This planning pathway involves three geography led schemes each year (from year 1), each containing 6-8 lessons. This permits our children to acquire in depth knowledge in relation to location and geographical processes. In the early years, children's interests are taken into account alongside I Wonder questions and Lets Explore the World topics.

Our curriculum implementation is designed to help pupils remember what they have learned and builds upon previous learning. Key skills and key facts are revisited at different points within each year and across year groups. Pupils learn this know

Progression is mapped out across year groups from nursery through to year 6. Sequences of lessons are planned using progression mapping within and across year groups. Carefully considered key questions and vocabulary inspire active learning and challenge for all. Teachers use the progression of skills to accurately support skills progression from nursery to year 6.

Knowledge organisers, which outline the knowledge (including vocabulary) all children must master and apply, are used in lessons and displayed in books. Geography is displayed around school and priority is given to inspire children to the possibility of geographical careers and recommended books and websites. Whenever possible we invite people, who are experts in these fields, to visit school to motivate our pupils or take children out on educational visits.

Teachers use opportunities throughout the planning cycle for assessment of key geographical skills and use this to inform termly summative assessment. This is recorded on the school's assessment tracker (Sonar).

### Impact

The impact of our geography offer is measured through our comprehensive monitoring cycle, which includes book looks, learning walks, pupil voice, data analysis and curriculum intent reviews. Upon review, the curriculum leader will agree and formulate an action plan for improvement.

We monitor geography skills against the key knowledge for each topic and progression of skills. In assessing, we are looking for sustained mastery, greater depth, inspired learners and children who are fulfilling their potential.

The intended impact of our geography curriculum offer is outline below:

- children have an excellent knowledge of where places are and what they look like in both Britain and the wider world

- children have a comprehensive understanding of the ways in which places are interdependent and interconnected
- children have an extensive base of geographical knowledge and vocabulary
- children have the ability to reach clear conclusions and explain their findings
- children have excellent fieldwork skills as well as other geographical techniques
- children have the ability to express well-balance opinions, rooted in very good knowledge and understanding about current issues in society and the environment
- children have a genuine interest in the subject and real sense of curiosity about the world and the people who live here recognising the part they play within it.