



Curriculum Intent – Geography

Our Vision

Lady Royd Primary School's vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

Our ASPIRE values provide a strong focus on the personal development of every child; encouraging accountability, self-confidence, perseverance, integrity, respect and empathy for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

The aims of the curriculum

- Provide a broad and balanced educational experience that meets the needs of the pupils, introducing them to the best that has been thought and said and preparing them to be well-educated 21st century citizens.
- Take account of the previous learning of pupils and their readiness for new experiences
- Stretch the most able whilst providing enrichment for all pupils.
- Provide personalised support for pupils with additional needs.
- Ensure that the curriculum in place at any given time provides an appropriate and relevant educational experience and that no pupils are disadvantaged by its provisions.

Intent

- Geography at Lady Royd Primary School is a subject through which:
 - students develop **enthusiasm** for **discovering** more about the world and its diverse cultures, religions and races.
 - students develop geographical tools & **skills** to **thrive** outside of the classroom.
 - students **develop sound knowledge** of where places are and what they are like, both in Britain and the wider world and have a tolerance and acceptance for all cultures and diversities studied.
 - students become **confident geographical enquirers** and develop the ability to reach clear conclusions to explain their findings.
 - students develop an extensive base of **geographical knowledge** and **vocabulary**.
 - students develop an understanding of the ways in which places are linked.
 - students learn about what makes the local area unique examining its geographical features and how they can **effectively compare** within the local area and to other places around the world.
 - students develop an awareness of the importance of environmental **sustainability**.
 - students **visit different places** and develop a **love, understanding and appreciation of place**.

Implementation

- **Cultural capital** is enhanced throughout the Geography curriculum. For example:



- In Year 1 students learn about the City of Bradford and the physical and human Geography around them.
- In Year 6 students learn about the geography and culture of Sweden, broadening their cultural capital.
- In **EYFS** we use the children's daily life to help provide pupils' geographical experience, information and understanding of the world around them. This can include researching and discussing their location within school, journeys taken, meeting friends in public and reading about real and imagined places. The also explore and clarify their personal everyday geographies through reflection and identify the links to the core geographical ideas (eg scale, location, place) and topics (eg trade, local area, Africa, Asia). This helps pupils make sense of and reflect on the world at hand and further away guiding pupils into and through their 'own' and 'others' geographies.
- In **Key Stages 1 and 2**, our Geography curriculum is designed to develop pupils' curiosity and fascination about the world and its people that will remain with them throughout their lives. Learners of all abilities will investigate a range of places, both in Britain and abroad to help develop knowledge and understanding of the Earth's physical and human processes. These units include but are not limited to:
 - Year 1: Using maps to find my way, and where would I like to live in the UK.
 - Year 2: Weather around the world, and what can I discover in a local park.
 - Year 3: Rivers and coastal settlements.
 - Year 4: Mountains and natural disasters.
 - Year 5: Populations, a study of North America and Rainforests.
 - Year 6: Climate change and ethical trade.
- This helps in preparation for Key Stage 3 where students continue to progress their ability to be effective geographical enquirers and continue to develop sound knowledge of where places are and what they are like, both in Britain and the wider world.
- They learn about what makes the local area unique and can effectively compare locations within the local area explaining using an extensive base of geographical knowledge and vocabulary.
- Students also develop an awareness of the importance of social, economic & environmental sustainability through learning about climate change & ethical trade. They also learn about the natural world, while addressing gaps in knowledge & understanding.

Impact

Assessment is made in the form of regular summative quizzes related to the key facts that will have been taught, alongside in-lesson formative assessment opportunities. These test key knowledge for gaps and misconceptions, which is also checked through extended writing answers where students can also demonstrate their understanding of key Geographical concepts. Formative assessment is embedded in lesson plans, in form of peer & self-assessment, quizzes, visuals to demonstrate learning (e.g., diagrams, charts), questioning and verbal feedback, to highlight strengths and areas for improvement. Gaps in knowledge are quickly identified and corrections and improvements are promoted (reflection time in lessons). Metacognitive strategies and adaptive teaching are used to help students access each lesson. The importance



of low stake testing is valued by the department, as we believe that the students should be given the opportunity to try, make mistakes and to learn from them. Multiple choice quizzes, quick quiz with answers in books, key words tests, labelling a diagram from memory or recalling key human or physical geographical concepts from memory are often used as starters or plenaries, in addition to other knowledge retention strategies such as using knowledge organisers, to aid their learning and retention.

Reviewed: May 2024

Reviewed by: AAT

Next Review: May 2025