



Intent, implementation, and impact Statement: Geography at Burford CofE Primary School



At Burford, we are **'Rooted in love, growing in trust and blossoming with courage, prepared to flourish in God's world.'**

The importance of understanding that each of us is rooted in love is not under-estimated at Burford:

'Love always trusts, always hopes, always perseveres.'
Corinthians 13:7

Trusting in love gives us the courage to be ourselves. Courage is from the Latin 'coeur' which means 'To tell the story of who you are with your whole heart'. Our intention is for our pupils to leave Burford prepared for 'Life in all its fullness' and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: **'Head, Heart and Hands'**:

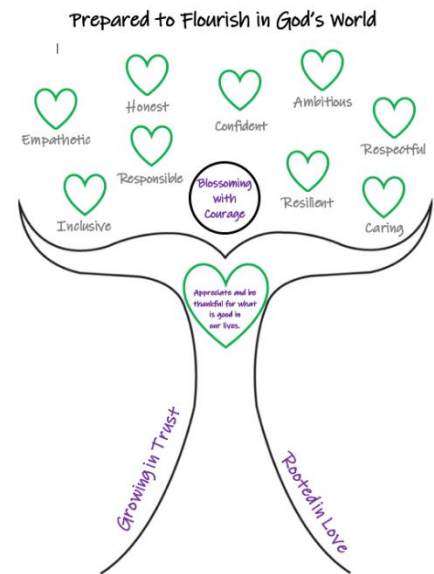
Head – Rigorous academic study. Enabling pupils to learn more and remember more, creating a change in long-term memory.

Heart – Living wholeheartedly. Choosing our own path, free from stereotyping; being curious, aspirational, confident and resilient.

Hands – Courageous advocacy. Developing a greater awareness of the challenge's others face in life and how we can make a difference in our school community, local community and further afield.

At Burford CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education. We view our curriculum as a progression model: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through interleaving concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge that is acquired is more likely to be remembered.

Our curriculum sets out WHAT will be learned and WHEN it will be learned.





Intent, implementation, and impact Statement: Geography at Burford CofE Primary School



C U R R I C U L U M I N T E N T

Our curriculum sets out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the units to be taught.

The importance of Geography at Burford School

Here at Burford, pupils reside in a rural community and therefore we aim to provide them with opportunities to inspire curiosity and widen their experiences, preparing them to flourish in God's world.

Through a variety of activities and themed days children learn about different countries and their cultures which builds understanding of their role as global citizens. When studying exciting geography topics, children will develop geographical skills such as map work, investigating human and physical geography and fieldwork to explore and investigate the world around them.

What Geography looks like in our school:

Pupils are given opportunities to make sense of their surroundings and to gain an understanding of the natural and human world in which we live. We aim to stimulate pupil's interest in the variety of physical and human conditions on the earth's surface and to foster pupil's sense of wonder at the beauty of the world around them and to help them develop an informed concern about the quality of the environment and its future.

The teaching of geography begins initially with an explanation of the pupils' immediate surrounding area. They then move to study the area in which they live and look at issues relating to its use and development. Comparisons are then made between the home region and other parts of the UK and beyond, with geographical knowledge of physical processes gained.

Our philosophy:

We believe that Geography learning is enjoyed by teachers and pupils across school, teachers have high expectations for the pupil's engagement and quality of work which can be seen as evidence presented in books. Children will be able to use geographical vocabulary accurately and understand the different strands of Geography, with a deep understanding of the Earth's key physical and human processes and chronology. Children will begin to make relevant links from Geography to other curriculum subjects, such as English and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make





Intent, implementation, and impact Statement: Geography at Burford CofE Primary School



in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

By the end of EYFS pupils will:

Understand People and Communities by observing similarities and differences between themselves and others, and among families, communities and traditions.
Understand the World by observing similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

By the end of Key Stage 1 pupils will learn about:

Locational Knowledge

- name and locate the world's seven continents and five oceans.
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
 - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.





Intent, implementation, and impact Statement: Geography at Burford CofE Primary School



- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

By the end of KS2 pupils will learn about:

Locational Knowledge

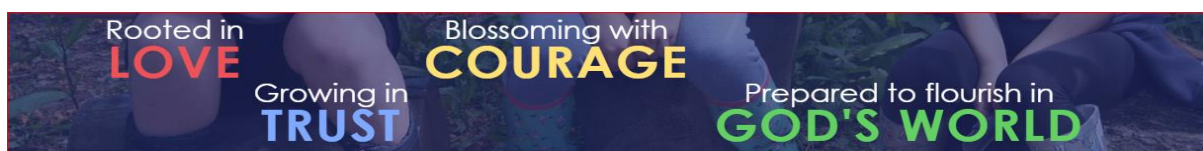
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.





Intent, implementation, and impact Statement: Geography at Burford CofE Primary School



Geographical Skills and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.





Intent, implementation, and impact Statement: Geography at Burford CofE Primary School



C U R R I C U L U M I M P L E M E N T A T I O N

Our curriculum is ambitious for all pupils, regardless of their starting point. We aim for our classrooms to be places of 'high demand – low threat'. We provide support through modelling, paired talk, scaffolding and worked examples rather than highly differentiated activities or sheets. We aim to offer all children the opportunity for stretch and extension, through offering challenging tasks that build on the core learning.

Opportunities to use high quality texts are identified in all curriculum areas. Reading is not only an important skill in its own right but can expose children to new vocabulary as well as provide a richer understanding of a topic which can underpin their new knowledge.

New vocabulary is prioritised frequently and is recorded on our working walls in order to support pupils to become familiar with it and use it in their own work and talk.

We support pupils to know more and remember more through offering frequent opportunities for retrieval practice.

How does it work in Geography?

Lessons are planned based upon the Rising stars scheme of work. Children are given opportunities to develop their geographical understanding through this themed approach. The children will then progress with their knowledge and application of vocabulary as they move up throughout the year groups. Skills are covered through carefully chosen topics that will enable the children to develop and use that skill. Time periods are covered and taught through repetition across year groups to help ensure knowledge and understanding of chronology. By the time the children leave Year 6, they will have covered a wide range of geographical skills and topics to really get the children engaged and enjoy their learning. There may be a 'hook' to start the topic, or a homework project set to enthuse the pupils. All children at Burford Primary School will get the opportunity to go on various trips to develop local, regional and global geographical experiences. Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.

What do adults do to enable children to flourish in Geography?

Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of geographical skills and knowledge. Create a learning environment that supports learning and that engages children's' interest in the topic being studied e.g. role play areas, interactive displays. Regular book looks, pupil voice and lesson walks. Whole school professional development will be carried out as necessary.





Intent, implementation, and impact Statement: Geography at Burford CofE Primary School



How do we help children who need additional support?

We provide support through modelling, paired talk and scaffolding. We use teacher observations, end of unit checks and self-assessment to identify any child who requires additional support in specific areas. These pupils will then receive additional support or resources to use.

How do we challenge children in Geography?

Lessons will be differentiated. Additional activities to stretch the learning within the lesson. Deeper questioning and opportunities for further exploration.

How do we ensure all children can access the geography curriculum?

Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic. Seating children alongside good role models to support one another. By providing visual/practical prompts. Teaching lessons using a range of different techniques to appeal to different learners e.g. videos, drama, artefacts, texts etc.

Rooted in
LOVE

Growing in
TRUST

Blossoming with
COURAGE

Prepared to flourish in
GOD'S WORLD



Intent, implementation, and impact Statement: Geography at Burford CofE Primary School



C U R R I C U L U M I M P A C T

The impact of children's progress and their ability to know more and remember more will be visible through a range of methods. These may include end of unit assessments or quizzes, hot and cold tasks, spoken responses, progress over time in pupils' books, extended writing or even an end of unit project.

What will you see in Geography?

- Engaged learners.
- Children focusing on a range of geographical locations.
- Recognising the differences between man-made and natural features within the landscape.
- Children developing their map work including understanding the purpose of the map key.
- Themed days to give the children the opportunity to learn about different countries in a meaningful context.
- Children sharing their learning with others through contributing to a display.

How do we know how well our pupils are doing in Geography?

Lessons are planned based on historical skills which are specific for each year group. Marking and feedback by teacher and peers. Using deeper thinking questions, pupils are challenged to explore their own opinions and ideas. Photographic and video evidence. There might be displays of work in classes or communal areas. At the beginning of the topic there will be a 'cold task' carried out to identify what they already know. At the end of the topic there will be a 'hot task' completed to compare with their cold task to show progress. Assessment tracked and analysed and fed back to staff. Regular monitoring of the standards of pupils' work through book looks, pupil voice and learning walks to monitor of the teaching and learning within lessons.

What do we do with the assessment data we collect?

We identify any gaps in the children's learning so that we can teach the relevant subject matter to enable them to have a good foundation for their next topic.

How do we know that our children are flourishing in Geography?

- Children who enjoy Geography and are confident to talk about it.
- Inquisitive learners who ask questions to further their understanding.
- Reflective learners.
- Children who know more and remember more.





Intent, implementation, and impact Statement: Geography at Burford CofE Primary School



- Children who can demonstrate a variety of geographical skills and understanding.
- Children who are prepared to share what they've learnt in a variety of ways through using different medias.
- Children who are passionate about geography and ask questions to reason why.
- Children who use acquired vocabulary within lessons.
- Children will be ready for the next stage in their education.
- Pupils with SEND will achieve the best possible outcomes.
- Children who can name significant individuals and places to their topic and explain their importance.





Intent, implementation, and impact Statement: Geography at Burford CofE Primary School



C U L T U R A L C A P I T A L

What is Cultural Capital?

The National Curriculum defines cultural capital as: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge in Geography

- The Geography National Curriculum.
- The knowledge of the location of globally significant places.
- The knowledge and understanding of key physical and human geographical features of the world.
- Communicate using geographical vocabulary about geographical information in a variety of ways.
- Understand that countries and their people are often shaped by the places that they live.

Powerful Personal Knowledge in Geography

- Visit and understand the local locality.
- Use a range of maps to explore places.
- Want to explore further afield.
- Be part of our global community.
- To feel connected to places and people.

Other useful information: Suggested Reads

<https://www.booksfortopics.com/geography>

