

Geography Curriculum Intent



It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living. David Attenborough.

As geographers we would like all children to view the world with awe, wonder, respect and understanding. We will ensure that geography is delivered in a practical and meaningful way by making links and appreciating our local area, in particular Dartmoor National Park.

Our aspirations are that children will develop their thinking and decision making to enable them to be knowledgeable citizens, aware of their own local communities and the wider world, with an interest in the many challenges that threaten our world. We will actively look for opportunities to make an impact on our local environment and developing children's interest in the local area.

Outcomes in geography are planned to allow progression from Year 1 to Year 6.

Through a relevant, inspiring, and progressive curriculum, children at Bovey Tracey Primary School will:

- Demonstrate greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.
- Make greater sense of the world by organising and connecting information and ideas about people, places, processes, and environments.
- Work with more complex information about the world including the relevance of people's attitudes, values, and beliefs.
- Develop accuracy of their investigative skills and their ability to select and apply these with increasing independence and geographical enquiry.
- Develop contextual knowledge of locations, and globally significant places, including defining physical and human features and how these provide geographical context for understanding the actions of processes.
- Understand the processes that have enabled the key physical and human geographical features of the world, how they are interdependent and how they bring spatial variation and changes over time.
- Are competent in the geographical skills needed to:

Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that will deepen their understanding of geographical processes.

Interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and geographical information systems.

Communicate geographical information in a variety of ways including through maps, numerical and graphical representations, and clearly written work using an ambitious vocabulary in order to communicate their geographical thinking effectively.

To achieve this, we will:

- Ensure children are immersed in exciting and relevant content and themes with a particular focus on the local area, and local environmental projects and issues.
- Directly teach a range of higher-level vocabulary to enrich each child's understanding and ability to communicate as enthusiastic geographers.
- Ensure children are taught explicitly the knowledge and skills they need to excel in geography. Plan and sequence the subject robustly so that knowledge builds on knowledge and skills build on skills, enabling the children to remember what they have been taught and understand the relevance of what they have been previously learnt.
- Plan so that all children can access the subject well by providing scaffolding, vocabulary support, extension questions and theories to explore.
- Ensure our knowledge of pedagogy enables us to deliver lessons in a variety of ways to increase engagement.
- We will utilise our local area, including Nature School to promote interest and excitement around all geographical aspects including climate change and environmental aspects enabling children not only to gain knowledge, but to be responsible citizens.