

Curriculum Statement for the Teaching and Learning of Geography



At Barton Church of England Primary School we are committed to providing a curriculum that is designed to engage and inspire our pupils to become creative and independent thinkers, evidencing a love of learning and a thirst for knowledge. We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further.

Intent - the aims of our school in helping our children develop and learn.				
At Barton Primary School, our intent when teaching geography is to inspire in children a curiosity and fascination about the world and people within it; to develop a greater understanding and knowledge of the world, as well as their place in it. Our focus is to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas.				
Implementation - what we do every day to encourage discussion and whole-hearted engagement of our pupils.				
Curriculum and Skills In Geography, we develop children’s knowledge of locations and places, human and physical geography, and geographical skills and fieldwork through 6 units of work throughout the year in line with the skills and knowledge specified in the National Curriculum. Where possible, Geography topics are linked with History or other subjects, to encourage children to make connections across the curriculum.	Planning and Delivery of Curriculum Based upon the National Curriculum Objectives, we have designed a Geography curriculum that draws skills and knowledge links across the subjects within units and topics on a rolling 2 year programme.	Challenge and Support Teachers create a positive and enthusiastic attitude towards Geography, supporting children with scaffolded and differentiated tasks and extending their learning through challenging follow-up work. High expectations are set in response to the view that all children can achieve well in Geography.	Enrichment Visits and visitors are organised to share their expertise, bringing a real life and relevant context to the children’s learning. Children explore their local area and further afield. They use a range of practical and digital resources to enhance their learning.	Home Learning Projects Each half term, children deliver a presentation to their class on an aspect of their learning that they have pursued independently at home. These projects provide an opportunity for wider research in response to the child’s own interests from across the curriculum.
Impact - how we know our teaching is making a difference				
Pupil Voice	Governor Voice		Assessing Developing Skills and Knowledge and Progress The children’s attainment and progress within a unit is	

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Believe, Nurture, Grow, Flourish Together

<p>Pupil voice is used to develop the Geography curriculum through the questioning of pupils' views and attitudes towards Geography.</p>	<p>Regular meetings with subject leaders alongside classroom visits and discussions with school council and other children enable the governors to evaluate the impact of our Geography provision on learning.</p>	<p>assessed by means of informal teacher assessment during lessons, marking, book scrutiny as a teaching team and SLT alongside planning scrutiny and lesson observations. Whilst there is no formal standardised test, the children's achievements reflect planned outcomes and attainment is measured against Age Related Expectations set out in the National Curriculum at the end of each school year.</p>
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