



[Brompton and Sawdon Community Primary School](#)

[Curriculum Intent Statement for Geography](#)

Geography is essentially about understanding the world that we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. We encourage our pupils to develop a greater understanding and knowledge of the world, as well as their place in it.

The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Brompton and Sawdon, we want to instil our children with a curiosity and fascination about the world and people within it; to promote their 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.

[Implementation](#)

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves that they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built upon from one year to the next, in order to maximise learning for all children.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

[Impact](#)

[By the time children leave Brompton and Sawdon they will:](#)

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Have frequently utilised and developed fieldwork and other geographical skills and techniques.
- Have a passion for the subject and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in good knowledge and understanding about current and contemporary issues in society and the environment.

We recognise that all of our school Pillars support the acquisition of geographical knowledge. We intend that our Geography curriculum and lessons give opportunities to:

- Collaborate / contribute / support others / learn from a range of people (**our Family Pillar**)
- listen and be heard / explore geography in different contexts / learn about cultural differences (**our Respect Pillar**)
- Learn about similar of opposing views to hunting and conservation / Explore differences and similarities in habitats and landscapes / Explore changes in farming and relationships with nature / learn about the impact that humans are having on the world (**our Nature Pillar**)
- Learn about different people, places and outlooks / different events, views and beliefs (**our Rainbow Pillar**)
- Show resilience / be independent / ask questions and investigate / present, challenge and be challenged (**our Ready to Fly Pillar**)

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.