



Geography Intent

Our aim at Burlington Junior School is to ignite children's curiosity about the world around them through our ambitious geography curriculum. Children will be taught both geographical knowledge and skills in discrete geography lessons. We want our children to have an understanding of the wider world, generate and answer questions, locate places, identify similarities and differences, carry out field work and be able to explain processes and human impact using geographical vocabulary. Geography encourages pupils to understand how other people from different countries and cultures live, which promotes our school values of respect and tolerance and encourages diversity.

Our geography curriculum has been designed to cover the knowledge, skills and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.'

To ensure that pupils develop a secure knowledge that they can build on, our geography curriculum is organised into a progression model that outlines the knowledge, skills and vocabulary to be taught in a sequentially coherent way which builds on and makes connections with prior knowledge and learning. Locational Knowledge; Place knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are all mapped out to ensure that pupils build on secure prior knowledge. This enables children to know more and remember more.

When covering each of these strands, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan. Meaningful links with other subjects are made to strengthen connections and deepen understanding for all pupils.

How is our intent implemented in the classroom?

All learning will start with revisiting prior knowledge and making meaningful connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. During lessons children are exposed to geography specific vocabulary and taught these through repetition and meaningful use. Previous vocabulary is recapped and reinforced.

Knowledge organisers are available so that children have access to key language and definitions, in order to help them understand and readily apply this knowledge to their written, mathematical and verbal communication skills, in a purposeful context.

Consistent learning walls in every classroom provide constant scaffolding for children. They highlight key knowledge, vocabulary, facts, questions, and model exemplars of the work being taught.

Children have access to a variety of resources in the classroom to deepen learning and to help them understand key knowledge, concepts and geographical skills.



Curriculum quizzes are used to review learning and check that children know more and remember more.

Geography assessment is ongoing throughout every geography lesson to inform teachers with their planning for lesson activities and differentiation. Summative assessment is completed at the end of each unit where geography objectives have been covered.

What is the impact?

Children have the knowledge and skills to work like geographers. They make sustained progress across the subject and can apply their knowledge and skills in a range of field work. Children have a sense of place with locational knowledge of the world, its environment and how human and physical factors lead to changes over time.

Geography is assessed against National Curriculum objectives through teacher judgement and monitored by the subject leader through learning walks and monitoring opportunities. Feedback from leaders, progression grids and pupil voice supports teachers in making accurate judgements of what the children know.

Pupil voice is used to enable leaders to assess the impact of the geography curriculum and whether children know and remember more. Pupil work demonstrates that geography is taught at an age appropriate standard across each year, which is ambitious for all children with added challenge to enable greater depth.