




Barnfields Primary School: Geography

Subject Leader Curriculum Intent, Implementation and Impact Overview			
Subject Quest: <i>To inspire a curiosity and fascination about the complexity of the world in which we live, developing a deeper understanding of diversity, people, resources, natural environments and the Earth's physical and human processes.</i>			
The Three Core Concepts at Barnfields			
Location	Processes		Fieldwork
Intent	Supporting Research	Implementation	Impact
<p><i>At Barnfields Primary School, pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our children are enabled, through our Geography curriculum, to understand and begin to address global environmental issues facing the world today.</i></p>	<p>The Geographical Association (GA) state that it is essential to ensure that students are engaged with innovative and ambitious learning that has relevance to their lives and challenges them to think about 'real world' issues Roberts, 2011.</p> <p>Children make sense of the world through the 'big ideas of Geography' which are place and space, physical and human processes and interdependence (Jackson, 2006, Taylor, 2008). Lambert (2011) and Jackson (2006) have referred to Geography's ideas and concepts as the 'grammar' of the subject as distinct from the vocabulary of the subject.</p> <p>OFSTED (2021) state that Geography...engages pupils in their world, often spurring them into action, and is fun!</p>	<p>Our curriculum is carefully designed to follow the National Curriculum, whilst utilising our six curriculum drivers of relevance, enquiry, ambition, retrieval, knowledge and values in order to develop powerful knowledge and create learners who can think geographically. Alongside progression grids, carefully informed Medium-Term Plans (MTP) are used to design lessons that are sequenced so that children are taught how to take an enquiry-based approach recommended by the GA to the subject by:</p> <p>Understanding Geographical data which includes maps from Digi-Maps, visual data of all kinds, statistics, graphs and quality images. Our pupils need to use geographical data to help them understand the complex world in which we live.</p> <p>Applying the ambitious 'grammar of Geography', will help our pupils to organise and attach significance and relevance to geographical vocabulary' empowering them to be able to generalise and relate facts to one another and think both creatively and geographically.</p> <p>Developing discussion and dialogue, sorting Geo-data, ranking information, identifying links between concepts, reconstructing information in alternative forms and discursive writing will allow pupils to follow lines of geographical enquiry. This consistent approach across the school will enable our pupils to develop their powerful knowledge year on year and develop a greater understanding of their place in the world.</p>	<p>Children will develop a relevant connection to the subject that allows them to have a more secure understanding of the world that they live in, their place in it and what they can do to look after it.</p> <p>Children will be able to independently use Geo Data and retain the 'grammar of Geography' to support their understanding of Geographical lines of enquiry.</p> <p>As a result of the above, children will achieve age related expectations in Geography and know how to think Geographically at the end of their cohort year.</p>

Subject Quests/Core Concepts:

At Barnfields Primary School, we understand that all subjects seek to do something – or rather the people engaging in them are seeking to do something, either collectively or individually. Once we understand the intended nature of each subject, we can then consider at greater length the knowledge that is to be imparted. These 'quests' and 'Core Concepts at Barnfields' enable us to engage in informed discussions and decisions around curriculum planning and teaching in the classroom.



<p><i>We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; 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.</i></p>	<p>The research of Caquard and Griffin published in Mapping Emotional Cartography, (2019) suggests that a Geography curriculum that is designed by teachers to connect with their pupils on an emotional and personal level, inspires curiosity and fascination for the world whilst helping them to remember what they have been taught. Ultimately, this emotional connectedness will help children to be inspired to look after our world.</p> <p>Research supports the impact of an enquiry approach to learning- Roberts, Geography Through Enquiry (2013).</p>	<p>The careful design of our Geography curriculum will progressively elicit what children already know, understand and value about the subject by building on prior knowledge based on their personal geographies gained through their direct and indirect experiences of the world within our local community and beyond. This practised approach, which promotes long term knowledge retention, inspires them to take geographical knowledge and build it into their own creative picture of the world. Children will be inspired by Geography to know that being a good geographer means thinking critically with ambition about the world and how we value it.</p>	<p>Children will be able to retain powerful knowledge and be inspired to independently apply it to future topics and how they interpret the world and how we look after it.</p>
<p><i>Surrounding the school, we have a rich local Geography (such as Cannock Chase) and this is used to give children a deep understanding of their own locality, its interconnection with other places and change over time.</i></p>	<p>Research findings indicate that a successful knowledge rich curriculum should actively explore and discuss new geographical information and relate it to what our pupils already know as our constructions of the world are not fixed, but are being modified continuously, through new experiences and new learning.</p> <p>Barnes and Todd 1995</p> <p>OFSTED (2021) state that: Geography helps (pupils) to make sense of the world around them and piques their curiosity in places and people.</p>	<p>Our Geography curriculum is developed to make powerful and meaningful links between locations in the local community and extend outwards. Our pupils develop a strong sense of the location of the places that they are studying and the significance of them when related to the local community and within a wider context. Every new place, region, country and continent that they explore will facilitate the transference of interconnected knowledge.</p>	<p>Children will be able to confidently make links between their local community and the wider world and be inspired to explore them.</p>

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