

**Intent** – We aim to....

Inspire children's curiosity in the world around them and their place in it.

Provoke thought and questions through enquiry based learning link to the unit enquiry question.

We encourage children to discover answers to their own questions through exploration and research.

Provide opportunities for children to engage in fieldwork to enhance their inquiry skills and deepen their understanding of geographical locations

To develop progress geographical skills and provide children with Sticky Knowledge they can build upon

**Implementation** – How do we achieve our intent?

Our approach -At Beechwood all our Geography units are focused on an over arching enquiry based question which has been carefully consider to engage our children and a provoke curiosity in their minds. At the start of every unit the children will take part in an immersive lesson where they get the chance to explore the unit and makes links to their prior learning and experiences. Each unit has 4 -5 identified 'Sticky Knowledge' elements which underpins all the learning to reduce the load on the working memory throughout the unit.

Flying Start – In foundation stage our children explore the school and local area via exploratory walks, they see maps in stories and read maps to navigate the school and EYFS area. They use small world play to explore the different countries and immerse the children in experiences; such as travelling on a factious aeroplane to transport them to different countries before learning all about the countries that matter to them and realising their place in this world.

Progression - As a school we have carefully planned our units of work to ensure there is a balance of knowledge and skill development. The skills we develop across the school are locating, mapping, comparing, investigating, researching and communicating like a geographer. To ensure our children are building solid connections in their learning we recap previous learning at the start of every lesson.

Vocabulary: At Beechwood we acknowledge that we have a diverse intake of children and therefore vocabulary has to be thoroughly taught. We ensure key vocabulary is displayed on our working walls and word mats as well as ensuring the children are reminded of any key vocabulary at the start of each lesson. Children who are new to English will have pictures to support their learning of new vocabulary. We ensure we use the correct terminology right from the start to ensure our children build geographical dialogue.

Inclusion - SEND & EAL: As a school we have a diverse intake of children with a high mobility rate and therefore we ensure we start each lesson with a recap of prior learning to support all children in making connections between their learning. Teachers carefully consider what provisions and scaffolds will support the children to access the learning – this may be pre teaching the key vocabulary, vocabulary prompts on the table, visual representations, activity scaffolds, peer or adult support, addition discussion time or any other scaffold they feel will benefit each child to access the learning. We believe it is important to not cap our children's learning and have high aspirations for all. We demonstrate this by ensuring our geography curriculum is

Assessment: The children are assessed on the units over arching questions and sticky knowledge at the end of each unit. We want our children to know how to write a geographer so we ensure all writing is in an appropriate style for the subject. Children are assessed on the Geography skills and knowledge not on their writing ability..

Impact – How do we know we have delivered a successful curriculum?

Children at Beechwood learn about and can talk confidently about a wide range of places using geographical vocabulary

Children know their place in the world and how they can help to protect our planet

Children to have a sense of belonging in the world, country and community they live in especially those who are knew to the country.

All children will leave with fundamental field work and mapping skills to support them in their further education.

Children leave as confident geographers with key skills, knowledge and geographical vocabulary.