

Summary of GSIS Curriculum Intent	Summary of GSIS Geography Curriculum Intent
<p>Our pupils come to us from a very wide range of pre-school/nursery and home experiences, with varied self-help skills, motor skills, language skills and cultural capital. In recent months, we have welcomed a significant number of children who are new to English, and to the UK school system, including an increasing number of children who are refugees. The number of children entitled to Pupil Premium funding, has increased from 14% in May 2019, to 25% in May 2022.</p> <p>Our Curriculum Intent prioritises the following:</p>	<p>Our children will develop their knowledge and skills through curriculum planning based on the requirements of the National Curriculum for Geography. Planning is carefully designed to be coherent and accessible, to enable children to make clear links with, and build on, prior learning and life experiences. We aim for our children to gain a good mental picture of the world around them.</p> <p>They develop knowledge and understanding of cultures, environments and places. They begin to develop an understanding of the impact people have on our local environment and the wider world.</p>
<p>Language Development</p> <p>We have an exceptionally rich language experience in our school, with some children who are articulate with a wide vocabulary, some skilled bilingual speakers, and others who are very new to English. All children need to develop the language skills and vocabulary, in order to express themselves in school, communicate with their peers and adults and access the curriculum.</p> <p>We give priority to assessing and developing speech and language skills, including the building of a rich vocabulary, with a learning environment that promotes language development and interventions to support children who need additional help.</p>	<p>Language Development</p> <p>We aim for our children to talk like geographers. We are ambitious in the vocabulary we teach them. We teach key vocabulary, as outlined on medium term planning, relating to both human and physical geography. This will be revisited and built upon in subsequent topics. The children learn to use geographical vocabulary in order to express their thoughts and ideas, within the context of the topic they are learning, in order to communicate geographical information.</p>
<p>Learning Behaviours</p> <p>All children need to have secure self-help skills, leading to them being active learners able to make decisions for themselves and manage their own needs. We structure our curriculum to have a focus on the core learning behaviours of independence, co-operation, inventiveness, resilience and reflection.</p>	<p>Learning Behaviours</p> <p>We aim to actively foster our children's intrinsic interest in, and enthusiasm for, Geography. We understand that children love talking about the places they have visited, or originated from. They have an excitement about sharing their own personal journeys. We recognise that this engagement fosters positive learning behaviours.</p> <p>We will actively promote positive learning behaviours through including our animal mascots in medium term planning.</p> <p>We know that the children like having the opportunity to share and collaborate: exploring a globe, atlas or local map; identifying countries or places that they know; or drawing a map or journey together.</p>
<p>Physical Activity</p> <p>An active lifestyle can boost good mental health, and can develop the motor skills which will support the children's recorded work. We ensure that our curriculum and environment enable the development of physical skills, including fine and gross motor skills, core strength, hand and upper body strength.</p>	<p>Physical Activity</p> <p>The children are active learners in geography; they explore their local environment, they manipulate globes and maps and materials, they observe and collect data on field trips. They draw and they make maps on large and small scales using a variety of materials such as play dough.</p> <p>We aim to foster practical engagement throughout the curriculum, because we know this enables our children to make good mental geographical pictures, in order to remember what they've learnt.</p>
<p>Cultural Capital</p> <p>All children need to have access to the experiences that will enrich their understanding, put their learning in context and reflect their rich and diverse cultural backgrounds. We aim to enrich the cultural capital of our pupils through skilled creative arts teaching and a programme of visits and experiences that enable children to make connections in their learning, reflecting the diversity of our school community.</p>	<p>Cultural Capital</p> <p>We recognise that our children come with diverse experiences of the world, and the local area they live in. Our curriculum design in geography recognises and builds on this. Geography needs to be relevant to, and have resonance with, all our children. They need to develop their understanding of the world around them and their place knowledge, building on and making connections with the places/countries they are already familiar with. In order to do this, our curriculum deliberately moves from the large scale of the world, to the smaller scale of the local areas around them, and back again. We ensure our children have opportunities to visit our rich and diverse local area, and further afield. They experience workshops and visitors in school, such as the space dome, or encounter animals from diverse habitats.</p>

Creative Curriculum Design and Progression

Our curriculum, based on the Early Years Foundation Stage Curriculum and The National Curriculum for Key Stage 1, provides children with a rich variety of creative, practical and stimulating learning experiences both inside and outside the classroom, enabling each child to access learning appropriate to their age and stage of development. Our children are given strong and creative teaching across the whole curriculum, with catch-up programmes and interventions for those children who need additional help. Topic based thematic links.

Creative Curriculum Design and Progression

Planning is carefully designed to be creative, coherent and accessible This enables children to make clear links with, and build on, prior learning experiences, and to accumulate sufficient knowledge for future learning. The geography units of work are intertwined with history, enabling the children to learn how our places have changed over time, and why. Units are well-matched to meet the context of the children and have clear end points, supporting teachers to make explicit what is needed for pupils to reach these. Each lesson is deliberately constructed and resourced to ensure 'in-built' progression of knowledge and skills. This purposeful approach develops curiosity and higher order thinking and is designed and delivered to enable pupils to transfer key knowledge to long-term memory.

If you were to walk into a Geography lesson at Garden Suburb Infant School you would see:

- All children engaged and enthusiastic to gain geographical knowledge.
- Children who can work independently, and are also consistently co-operative and kind; they take turns, discuss their learning and share their 'wondering'.
- Children using subject specific vocabulary, appropriate to their age and stage of development, with understanding and confidence, to talk about different aspects of their work
- A sharp focus on reading embedded in lessons.
- Teachers demonstrating secure subject knowledge, teaching lessons which are explicitly adapted to be both ambitious and to meet the needs of pupils with Special Educational Needs.
- Teachers and support staff presenting information clearly, and encouraging appropriate discussion to learn key concepts.
- Teachers and support staff helping children embed and use knowledge, not just memorise disconnected facts.
- A powerful learning environment, including displays which reflect their learning.