



Geography Intent Statement

'Geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.' - B. Obama

Biscovey Academy is a school where everyone **DREAMS** big! DREAMS is capitalised within our tag line as it stands for one of our core values which underpin all the work we do here at Biscovey Academy.

D= Diversity- Our students are encouraged to be deeply Cornish and proudly global in their approach. We achieve this through the study of our unique coastal home, the wider world and the physical and human interactions and challenges that affect both.

R= Rules- We have high expectations for behaviour, routines and expectations for children. We ensure they adhere to our school rules of Ready, Respectful and Safe.

E= Empathy- By embedding a knowledge of the world and its issues, geographers at Biscovey are deeply concerned about the world around them. Biscovey geographers understand and discuss issues of change, sustainability, and ethicality.

A= Aspirations- Through celebrating our world, and the achievements of its inhabitants, pupils leave Biscovey with the skills, language and knowledge required to be members of our global community.

M= Motivation- Place knowledge, geographical skills and field work opportunities are at the heart of everything we do in geography at Biscovey. We provide these opportunities for cultural capital through trips, engaging and innovative lessons with location naturally embedded. Our pupils are always looking and listening to different perspectives and questioning 'truths'.

S= Success- 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, equipping them well for further education and beyond.

Geography at Biscovey is designed to provide children with the cultural capital and world knowledge and understanding that they will need to succeed in their lives beyond primary education. Through pupil voice, and understanding the needs of our community, pupils at Biscovey follow their natural curiosities of the world around them as they progress through our school. Our curriculum is designed to provoke discussions, promote curiosity and advance pupils' locational knowledge and skills as a result. Through trips, visits and engagement with issues affecting us all, children should become aware of their impact on the world around them, at a local, national, and international level. We want our pupils to develop a sense of agency and responsibility, as well as pride in their local community. We want them to be able to speak in a confident and knowledgeable manner about a range of geographical topics, recalling key information and ideas fluently and with an expanding

vocabulary. As children progress through school, skills should be built upon each year to develop a deep and precise understanding of the geography curriculum.

Children at Biscovey are given an ambitious curriculum which has carefully identified core knowledge for each unit, whilst geographic skills are progressive to their academic age. They are provided with a range of coherently sequenced questions intended to provoke, intrigue, and challenge every child. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. We achieve this through four key strands through which pupils study the world around them through: Climate, The World Around Us, Our Changing World and Sustainability.

We recognise that the acquisition of language is vital to children's learning and understanding. Geography introduces a lot of words that are unfamiliar or not in everyday use, so it's important to explicitly teach vocabulary. SEND are pre taught vocabulary where necessary, and vocabulary is revisited and built upon each lesson.

Driven by our Dare to Dream Curriculum, we are committed to providing access to a first-class education for all pupils, which is highly ambitious for those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are entitled to have access to a broad, balanced, and relevant curriculum, which is scaffolded and differentiated to meet individual needs. Pupils are supported to keep up, not catch up. Biscovey Academy staff recognise and are committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to attain good outcomes in their learning, progress and personal development.

We recognise that children work better when they feel psychologically and physically safe. Therefore, through our curriculum offer we prioritise relationships and relentless routines.

Geography Implementation Statement

Fundamental to the teaching of geography at Biscovey is the progression of skills and knowledge as children progress through the school. This is built upon what children already know when they move up from the infants' school. Teachers at Biscovey are given a Progression of Skills document which allows them to see a breakdown of the skills for each year group. Teaching is delivered through topics, each one containing an umbrella question all pupils will be able to answer by the end of the topic. Lessons within each topic and under each umbrella question are coherently sequenced through questions pupils will address during each session. Our curriculum focusses on ensuring children's understanding of the world is constantly grown and challenged, whilst celebrating the local community within each year group.

We will use learning walks as an opportunity to ensure consistency in the quality of teaching and identify strengths within the school. This will provide opportunities for professional development and peer to peer support where teachers can observe each other and share good practice.

Central to the teaching of geography is the enhancement of the curriculum through trips and visits. We will plan visits, visitors and activities within the community to provide first-hand experiences for the children to support and develop their learning. These opportunities provide a

contextual understanding of geography - both within the immediate vicinity of the school and around Cornwall. Staff will be made aware of opportunities which match their curriculum objectives and which give pupils the chance to explore their local area. The promotion of a language-rich geography curriculum is essential to the successful acquisition of knowledge and understanding in geography. The promotion and use of an accurate and rich geographical vocabulary throughout the school is planned for each topic, with working wall vocabulary displays.

Geography Impact Statement



Through our teaching of an engaging and contextualised geography curriculum, we want to foster a culture where children love geography. We want to build within them a curiosity about people and places that will enrich their understanding of the world around them, both within the school, and in their everyday lives. They will gain a rich and varied knowledge of the world. This impact will be measured through pupil voice and learning walks. We will see pupils who are able to speak confidently and articulately about the natural world as well as humans' role within it. The teaching of geography will be of a consistently high standard. Lessons will be exciting and pupil voice interviews will demonstrate that pupils are engaged with the subject. Children across the school will be empowered and will understand the contributions they can make to both the local and global community.

End of lesson assessment will show the progress pupils have made in their learning and ensure misconceptions are addressed before learning moves on. This will also be evident in the retrieval activities pupils complete every 2, 4 and 6 weeks of a unit.

As pupils complete work at Biscovey, their understanding is assessed in each enquiry question based on the knowledge and skills mapped out in medium-term planning for them to achieve. This is drawn from the progression of skills and knowledge document, which is in turn created from the National Curriculum. This ensures pupils progress is clearly shown and regularly analysed and assessed. Pupils meeting the knowledge and skills consistently are meeting the expected standard. Pupils also successfully accessing carefully crafted challenge questions are considered to be working above this level. Where whole year groups show less than expected progress, the following years' curriculum will be

adapted to ensure key skills and knowledge are given to all pupils. Our bespoke assessment offer allows us to assess the progress pupils make confidently and accurately in foundation subjects. By constantly adapting our curriculum to meet the needs of our learners, pupils at Biscovey leave our school as ambassadors of our globalised world.

At Biscovey, our Dare to Dream curriculum offers a broad and balanced approach with a strong emphasis on personal development. We are committed to ensuring that our pupils achieve outcomes at the end of Key Stage 2 that surpass the national average. Above all, we take pride in the perceptive, articulate, and engaged individuals they become, ready to embrace the next steps in their education and beyond.