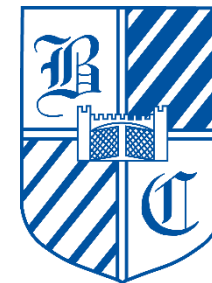


# Geography at Butlers Court



Our Butlers Court family nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging everyone to flourish. Through a wide range of experiences and opportunities, every child has the chance to shine, developing a love of learning and prepared for the ever-changing world and a future of possibilities.

## Curriculum Intent

We offer all children a broad and exciting curriculum that inspires creativity, builds strong subject knowledge, and makes learning enjoyable and meaningful.

We nurture curiosity and develop essential skills such as problem-solving, communication, and independent thinking through engaging and memorable experiences.

We value every child's voice, encouraging them to express their opinions and take an active role in school life.

## Our Values

Resilience

Honesty

Responsibility

Respect

Tolerance

Honesty

## Curriculum Intent – We aim to ...

It is our intent that the Geography curriculum at Butlers Court School inspires pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We aim to encourage curiosity about their own locality and the wider world. Children at Butlers Court School are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness and their place in it. Through our curriculum we intend to equip children 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. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings.

## Curriculum Implementation – How we achieve this...

Our Geography curriculum at Butlers Court School has key strands, as organised in the National Curriculum for Geography, these run throughout the planning and delivering of our curriculum, these are: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Our curriculum allows children to build upon their prior learning to give them a secure understanding of the world around them. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections. Each topic has key questions to encourage the use of geographical enquiry as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout.

Our Geography curriculum at Butlers Court encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary

### **A sequenced curriculum**

Our curriculum has been designed using the National Curriculum, whilst also considering the interests of the children and our locality. Working alongside the Kapow scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Geography teaching starts as soon as pupils start their Butlers Court journey and is an integral part of the EYFS curriculum. We teach geography in EYFS as an integral part of the Understanding the World work covered during the year. Understanding the World involves guiding children to make sense of their physical world and their community.

### **Knowledge focused**

Our geography curriculum comprises of four interrelated strands of knowledge/skills:

**Procedural knowledge** represents the skills of a geographer. This knowledge drawn from the National Curriculum programmes of study and is organised into a vertically integrated progression so that the children revisit and deepen their knowledge and understanding in each year group as they move through school.

**Disciplinary knowledge** represents the ways in which the substance of geography is understood, organised, debated and generated.

**Substantive knowledge** represents the geographical content that is taught each year – in planning, - this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember.

**Substantive concepts** are specific terms that often don't have a fixed meaning, and as a result, are context dependent.

### **Vocabulary**

Vocabulary is carefully planned to feed through from EYFS to Year 6, ensuring pupils meet key terms in different contexts. This vocabulary is not exclusive to geography but inclusive to the wider curriculum. Key vocabulary is highlighted on the progression of skills document and shows the context in which pupils have met the words previously. This provides pupils with the opportunity to have a fully developed understanding of key geographical terms by the end of KS2.

### **Repetition and Retrieval**

Our geography curriculum is built upon high levels of repetition to ensure that our pupils can do more and remember more as they progress through school for example each lesson begins with a sticky starter to revisit and review teaching.

The two strands of Procedural knowledge and Disciplinary knowledge are revisited and developed every year. This repetition ensures that our pupils reach the end of KS2 with the ability to apply the skills and conceptual frameworks of geographers with high levels of independence.

Substantive concepts are repeated in order to develop resonance. Concepts are unpicked, defined and put into context to support the pupil's immediate understanding of the area being studied, whilst also broadening their wider understanding of geography as a discipline.

Long-term retrieval opportunities are created by revisiting topics beyond the term in which the subject is being studied. This is planned and structured so that pupils are given the opportunity to recall key elements of previously studied content; ensuring that it is further embedded in long-term memory.

### **Assessment**

We believe that assessment in Geography is more than just facts, names or places. Throughout our units of work, children's progress is constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

### **Resources**

Maps, globes and atlases provide much more than just a location. They give children a sense of perspective when they see that they are part of a larger world, which can instil a desire to learn more about the places on a map than just their names. By studying maps and globes, children also learn much about a country, including information about its landforms, bodies of water, natural resources and climate.

### **Opportunities for hands-on learning/Fieldwork**

Trips, excursions and visitors bring the Geography curriculum to life, for example a talk from a mountaineer, visits from people who have lived in different areas of the world, a visit to the Kew Gardens and residential trips which promote fieldwork. They allow to pupils to experience aspects of Geography from experts and provide them with an opportunity to practise disciplinary knowledge. Field work is integral to the curriculum and is planned with purpose. Children are given opportunities to use our school site each topic to develop fieldwork skills such as our outdoor learning area. Each year an exciting whole school 'Continent's week' is held for a whole week where pupils explore one continent in detail therefore by the time, they leave Butlers Court School they have studied each continent in a variety of ways.

### **SEND and Inclusivity**

The content of the curriculum is not reduced for pupils with SEND, rather the manner in which they access the curriculum and produce work related to it, is amended to suit their needs. Any adaptations concentrate on how the content is taught, rather than the content. Teachers use a range of differentiated strategies such as visual aids, scaffolded tasks and tailoring learning to pupils' interests, to ensure that all pupils can engage meaningfully with the Geography curriculum. High expectations exist for all pupils at their own level of understanding.

### **Curriculum Impact**

At Butlers Court we hope to create confident geographers who will move through, and leave the school, with the self-assurance that they understand the world around them and the impact their activities can have on the world around them. Our pupils will know more and remember more of their geographical knowledge beyond their time with us. They will demonstrate good progress from their own starting points. They will have excellent knowledge of where places are and what they are like and they will have experienced a variety of different fieldwork opportunities. Pupils at Butlers Court will develop a love of the wider world and a real sense of curiosity to find out about the world and the people who live there. They will have an extensive base of geographical knowledge and vocabulary. In addition, our pupils will have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.