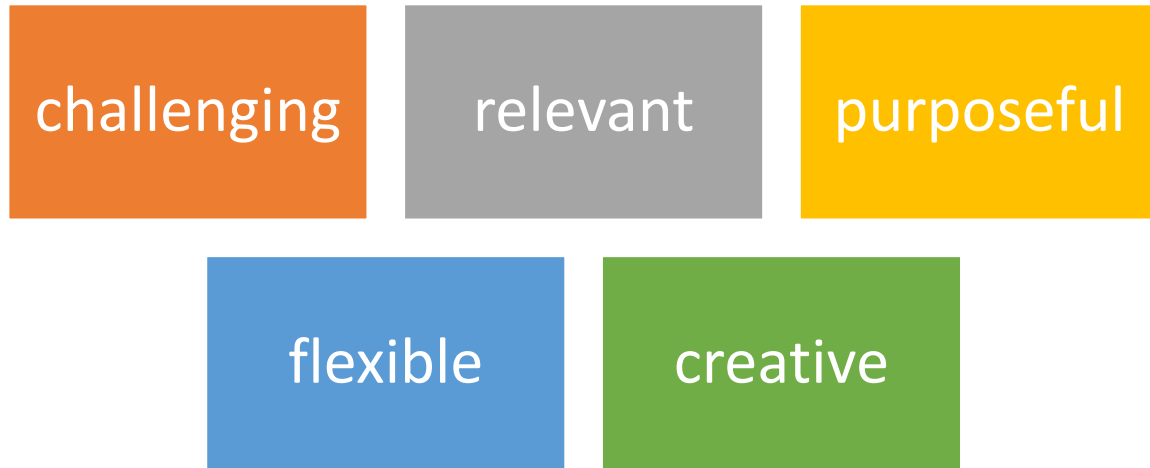
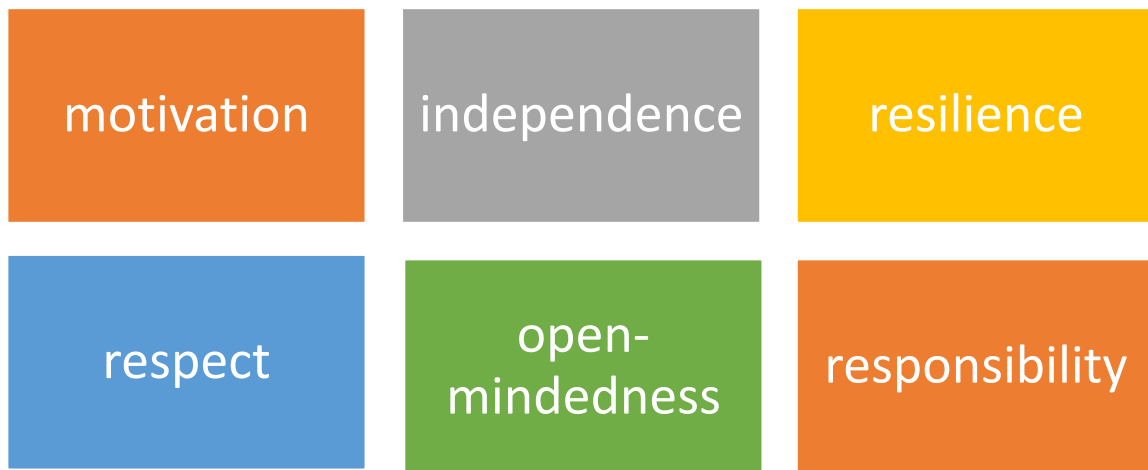


**Geography intent:**

Through our school vision of 'Opening a World of Learning and Opportunity' we intend to deliver a geography curriculum that will be:



In doing this we will develop our values of:



At Vigo Primary School we have developed a purposeful enquiry-based geography curriculum that leads to curious children wanting to independently discover about the Earth's human and physical features and their place within it. As a result, this fosters an open-minded ethos and a respectful outlook when contemplating the diverse world around them.

Geography by nature is an investigative subject where children will be given opportunities to experience, research and question. By using planning that follows the 'Vigo Enquiry Cycle' children will have to independently, and collaboratively, develop and apply key geographical skills alongside deepening their geographical knowledge year on year. This is then supported by the 'solo taxonomy outcomes', and 'progression in geography knowledge', documents. By delivering geography in both an investigative and sequential manner children's fascination of the world and its people are ignited and as a result promotes; spiritually, socially, morally and cultural respectful individuals.

The Vigo geography curriculum is concept driven and focused on key factors of the local environment and community, as well as making comparisons to the wider world and its people. By basing learning in relevant and purposeful geography children are motivated to enhance their geographical understanding and showcase what they have learnt whilst contemplating how it might impact their own lives as well as others.

### **Geography Implementation:**

At Vigo Primary School we ensure high quality geography teaching and learning through the implementation of our concept driven curriculum delivered through the Vigo Enquiry Cycle. This allows children to be inquisitive, open-minded and respectful.

The geography curriculum has been planned in termly units, with the concepts underpinning each unit. Each unit is part of a sequential geographical journey that means children can build on prior geographical knowledge and skill acquisition. Children have the chance to recap prior learning at the beginning of each unit and establish a base of sound geographical knowledge so future teaching can be adapted for all learners to ensure that it is both inclusive and challenging. By doing so all children are engaged and eager to purposefully participate in the geographical journey.

Considered planning, careful task design and focusing on following an investigative enquiry cycle results in teacher's being able to consistently deliver high quality teaching which enriches children's learning and results in high outcomes. During the enquiry process children will encounter high quality investigations, open ended questioning and thoughtful discussions enabling children to deepen their understanding of the world around them and develop their own ideas and opinions in a respectful way. These skills and attitudes will help to shape their outlook on key geographical topics that impact not just their immediate community but also world wide factors.

At carefully planned points within the geography curriculum children's learning is encouraged to be led by field research. Whether this is; in another area of the school; an area of the local community that will enhance children's understanding of the place they live; or further afield to give children a sense of real, relative geography.

With a concept driven, sequential and motivating geographical curriculum the opportunity for learning and developing children's sense of self in the world around them is boundless.