**Broomgrove Infant School**

**Intent, Implementation, Impact and Monitoring Document for Geography**

Broomgrove Infant School is an inclusive and friendly school that serves the community in and around Wivenhoe.

We aim to include and support all members of the school community to be the best that they can be. This includes providing a broad and balanced curriculum that is carefully adapted and tailored to engage all children and provided them with skills for learning.

**Our curriculum is built around the School's key values (FAMILY): Friendship, Active, Motivated, Inclusive, Learning and You are Loved**

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| Intent | At Broomgrove, we strive to stimulate an interest and sense of wonder about the world whilst discovering more about it. We expose children to a progressive curriculum to help develop a love of learning geography. We ensure that coverage from the National Curriculum and Early Years Framework are met and progression between year groups shown in long term planning. Linking closely to our school key value (FAMILY) we develop a sense of place together with an understanding, tolerance and respect for the people and cultures of the world. At Broomgrove we celebrate and raise an awareness of Earth Day and the role we, as humans, play in influencing its state and development. Throughout children's time at Broomgrove Infant school children develop skills of observation, exploration and enquiry, building on previous knowledge and vocabulary. |
| Implementation | **Pedagogy:** A weekly recap and review is used to develop vocabulary and used to remind children of previous learning and activate prior learning. New information and knowledge are introduced in small steps. Questioning is used to check understanding and develops overtime to support children to make connections, give opinions and apply their geographical knowledge. Models are used to support children to write in a geographical manner.<br>**Resources:** To ensure that the children get the best support in lessons, children have access to various resources to help them find out more. We have school iPads that can be used to research and find factual information.<br>**Delivery method:** Children are involved in their own learning and input is not only one way. In lessons children have chances to talk to one another about their opinions. PowerPoints, fieldwork and maps are used to express geography in a fun and exciting way. In every classroom we use working walls which enable children to refer to key vocabulary and knowledge all the time. |
| Impact | Pupil's books will show how they develop knowledge about the United Kingdom, their locality and key physical and human processes. Pupil voice will |

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| | show understanding of basic subject-specific vocabulary. Teachers refer to the vocabulary progression document to ensure this is a key feature in every lesson. They will also be able to talk about how maps are used and how to interpret information from a range of sources. |
| Monitoring | At Broomgrove Infant school, we track progress using termly assessment grids, completed by all class teachers and analysed by the lead of Geography. Teachers use assessment strategies in every lesson which helps the teacher plan the next steps to be taught. Teaching and learning monitoring includes pupil progress meetings, lesson visits, book scrutinise and pupil voice. |

| **What our lessons look like at Broomgrove Infant School** | | | |
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| Introduction | Teaching input | Pupil Activity | Ongoing assessment |
| Daily review and recall | Present new sounds, vocabulary or concepts in small steps | Guided student practice | Ask questions |
| | Provide models, examples or manipulatives to support teaching | Obtain a high success rate | Check for student understanding |
| | Provide scaffolds for difficult tasks | Provide scaffolds for difficult tasks | Termly review |
| | Demonstrate where additional support maybe found; working walls, books. | Independent practice and improvements | Book reviews, pupil voice and test results where applicable. |