



# Geography Intent, Implementation and Impact Statement

## Our Intent

- To provide a rich, varied and purposeful geography curriculum which has its roots based on our school values of **Hope, Courage, Love, Perseverance and Friendship**, our Vision and Mission statements and underpinned by our Christian faith.
- Our Geography curriculum is intended as interactive, fun and engaging for children; to help them understand their place in the world by studying the similarities and differences with other geographical locations.
- We want our pupils to understand the importance of other people and places, and to be able to recognise the effects and benefits of being part of a global civilisation. Children should be able to understand the difference between physical and human geography, through a variety of both classroom and field work activities. We would also like our pupils to have a responsibility towards their planet, and understand the impact of their own and other's actions on the environment.
- We want our geography lessons to be creative and exciting, and that the taught skills of enquiry, investigation, map reading, and fieldwork are used effectively to enhance knowledge and understanding.
- We would like our geography curriculum to be both aspirational and purposeful, while promoting a growth mindset in all our learners.
- To foster a healthy sense of community in our pupils through thorough local area studies in both key stages.

## Implementation

- Our Geography curriculum has been designed to promote high standards of teaching and learning throughout the school, and builds on skills and knowledge progressively from EYFS to Year 6. We follow the engaging, knowledge-rich and progressive curriculum from Kapow Primary, which is adapted for our own school environment and cohort. All units involve field work as part of the geography provision, as an integral part of the learning. Teaching staff are required to have a good subject knowledge in Geography, and this is supported by the Kapow lessons and the Geography Subject Leader, who is responsible for ensuring that all staff maintain and improve their understanding of the subject through regular training and CPD as needed
- Our curriculum is carefully planned to be sequential and progressive as the children move up through the school. Children begin in EYFS in the 2's room by looking at their classroom features, different food from around the world, and walk to a local park. In Pre-School they expand on this knowledge by investigating their own streets, known features in our school environment, exploring farms, and creating maps and developing geographical language to describe local environment features. When children reach Reception they progress this understanding through a study of our town, features of the local environment and what they like and dislike about their local environment, an exploration of different environments including forests, farms and jungles, follow a map to a location, developing their geographical language further, and consider transport on air, sea and land.
- This is expanded upon in Key Stage 1, where children begin to learn about their own locality, the United Kingdom, and some areas in the wider world. Children will learn about the continents and the oceans, hot and cold places, the wonders of the world, and coastal regions. By the end of Key Stage 1 they will have studied an area in the world (Shanghai) which contrasts with our own location, and be able to identify similarities and differences. They will be able to use maps, both physical and digital, and use some simple locational language and key geographical vocabulary. Throughout Key Stage 1 the children will study the weather, contrasting English weather with more extreme weather around the world, which will lead to an early understanding of the impact of climate change. We would like children to be able to communicate their own ideas about the environment, and recognise that people can affect the environment. By the end of Key Stage 1, children should be able to create their own simple maps and symbols.



## Implementation continued

- The Key Stage 2 curriculum is designed to build upon these foundations, and is intended to foster progressively more causal questioning about the world.
- By the end of Key Stage 2, children should be able to make predictions and simple hypotheses about people, places and geographical issues. We expect children in Key Stage 2 to learn about, and be able to communicate understanding about a range of places in the world, including significant features and events. We would like our children to have an awareness of the link between human and physical geography, and the impact that human activity can have upon the natural world. In fieldwork, which has been planned in every unit across Key Stage 2 year groups, children will learn progressive skills in data collection and analysis, use of maps, and be able to read and locate six-figure grid references by the end of Key Stage 2.
- We want our pupils to individually develop their own views about the geography of the planet, and to be able to evaluate responses to local and global issues and events, communicating this information by writing at increasing length, amongst other methods.
- We use Digimaps as part of the curriculum, from simple studies in EYFS and Key Stage 1, to a more in depth use in Key Stage 2, and the planning for this has been designed to be creative and engaging. This use is alongside a study of Ordnance Survey Maps, which is taught progressively throughout Key Stage 2.
- Geography is taught hourly once a week, every other half term.
- Our Geography curriculum is high quality, progressive and discrete, whereby children learn about the world in creative, imaginative and engaging ways. We teach children to foster a sense of personal responsibility towards their planet and its environment, through a stimulating approach. We wish our pupils to gain a sense of their own place in the world, and encourage a growth mindset of never giving up trying to make the planet a better place to live.



## Impact

- In Geography, we assess using an assessment lesson at the end of a unit, via writing in response to a relevant topic, and teachers collect this assessment information on a grid. This formative assessment, led by the teacher's professional judgement, is collated at the end of the half term, and the children are given an overall assessment for that topic. If they are working above or below the expectations, this is also noted on the assessment. This can inform future planning, leading towards decisions about differentiation and support.
- In the year 2023/24, we found an average across school of 79.5% working at just at, securely at, or above the expected level..
- Monitoring the subject is undertaken across the year by the Geography Subject Leader, through:
  - Book monitoring
  - Pupil voice interviews
  - Lesson observations
  - Drop ins
  - Ongoing CPD of all teaching staff
  - Collection of assessment data