

Geography Intent, Implementation and Impact Statement

Intent

Our Geography curriculum is intended as interactive, fun and engaging for children; and helps them to 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 reflect our school values, and be both aspirational and purposeful, while promoting a growth mindset in all our learners. We intend 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 2014 Primary National Curriculum requirements for Key Stage 1 and Key Stage 2 as a framework for our own bespoke, interactive curriculum. Teaching staff are required to have a good subject knowledge in Geography, and this is supported by 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 by learning about the Earth and its people: some natural geographical features of the planet such as rivers and mountains; some people in different places; and people and places around us. This forms part of the EYFS 'Understanding about the world' learning area.

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, and by the end of Key Stage 1 they will have studied an area in the world (Australia) which contrasts with their 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.

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 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 provide opportunities in geography for learning outside the classroom, especially with regard to fieldwork trips, which become further afield as the children move through the school. In Key Stage 1, fieldwork is located in and around the school grounds, but by end of Key Stage 2, children will have had the opportunity to experience fieldwork studies around the local area, by local rivers, and via a fieldwork walk to a park in the town that is not local to their area. We feel that these outdoor experiences are vital to the children's understanding of their locality, and incorporate important issues such as water safety, and road safety as part of these studies. 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 discreet, 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 on a lesson by lesson basis, whereby the teaching staff complete a form assessing the pupils on whether they have achieved understanding of the lesson objectives. 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 2020/21, we found an average across school of 61% working at expected level, including EYFS.

Monitoring the subject is undertaken across the year by the Geography Subject Leader, and this entails ensuring that displays are up to date and complete (including a display of relevant and key vocabulary, and showing the work of the children); that book work reflects the planning; and through lesson observation 'drop ins', which have not been possible during the last year of school but are now set to resume. This will aid the subject leader in ensuring that children are engaged with the material, and that the teaching staff are conversant with subject knowledge. The subject leader assists all staff with ongoing CPD in the subject, through training and suggestions for resources.