



## **GEOGRAPHY**

### **Intent, Implementation and Impact**

#### **Intent**

As Geography is an investigative subject, children's curiosity about the world around them and far afield is harnessed within 'Big Question' Learning Challenge Curriculum lessons where they can ask and examine their own questions about the topic so their interests are included within their learning.

In line with the National Curriculum, the Learning Challenge Curriculum at Kingsteignton School aims to ensure that they develop an interest in and understanding of diverse places, people, resources and natural and human environment, together with a deep understanding of the Earth's key physical and human processes are promoted so children are presented with an inclusive curriculum. By being immersed in information from a variety of sources alongside completing fieldwork within our local area, they will develop knowledge and skills that are progressive (as outlined in the Geography Progress Pathway and the Geography Skills Progression Matrix), and are also transferable, enabling them to understand the world, as well as their place and role within it.

We seek for children to love learning about the world and its people so that what they gain from geography will remain with them for the rest of their lives.

Pupils at Kingsteignton School develop:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings. Significant levels of originality, imagination or creativity as shown in interpretations and
- The ability to use a range of representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques. A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Alongside these skills pupils learn the following geographical concepts:

### **Investigate places**

This concept involves understanding the geographical location of places and their physical and human features.

### **Investigate patterns**

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

### **Communicate geographically**

This concept involves understanding geographical representations, vocabulary and techniques.

## **Implementation**

Geography at Kingsteignton School is taught in blocks throughout the year, so that children can achieve depth in their learning. Elicitation tasks at the beginning of the geography topic allow children to show what they already know and what they would like to know. Assessment tasks at the end of the unit show the progress that the children have made particularly with the retention of 'sticky knowledge'. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points and interests. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and exploited. Topics often alternate with History. Geography is linked into some History topics, where appropriate, to further develop children's knowledge and understanding. The Learning Challenge long term plans for each year group ensures that all areas of the curriculum are covered in depth and sticky knowledge is learned alongside the development of geographical skills which allow the children to become 'Geographers'.

Teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork (including Teign School's Abbrook Farm) to enable children to base learning on first hand experiences to enhance teaching and learning in Geography.

### **Investigate places**

Pupils will develop an excellent knowledge of where places are located, both in Britain and the wider world.

They will investigate what these places are like and make comparisons.

### **Investigate patterns**

Pupils will learn the differences between human and physical geography, expressing their opinions on current issues with the environment. They will look at patterns, question and analyse.

## **Impact:**

At the end of each year, pupils have gained a deepening understanding of core geographical skills in relation to their year group. This will be progressively built upon each year. They will also build up a bank of sticky knowledge which is retained and built upon year upon year.

### **Pupil Voice**

Through discussion and feedback, children talk enthusiastically about their geography lessons and show a genuine curiosity and interest in the areas they have explored.

### **Evidence in Knowledge**

Pupils have a sound understanding of location and place and are able to compare and make links between these. They will deepen their knowledge of human and physical processes and understand how these affect environments.

Children make links between their own lives and the lives of others drawing upon their own experiences.

Teachers plan opportunities for pupils to study across geographical concepts and deepen their conceptual understanding in aspects of particular geographical value. Pupils have confidence as 'Geographers' and are inspired to further their knowledge and understanding.

### **Evidence in skills**

Pupils use acquired vocabulary to interpret and convey their understanding of the world. Children can analyse and interpret information in order to question and reflect on the world and its inhabitants at an age related level and continue to develop these skills as they move up the school.