Intent

Implementation

Impact

**Maryport Church of England Primary School**

**Intent, Implementation, Impact**

**Intent**

The study of geography at Maryport Church of England Primary school involves our pupils exploring the relationship and interactions between people and the environments in which they live and upon which they and all life on Earth depends. Many of the pupils who now attend our school will live to see the next century and inhabit a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography at personal, national and global scales. What we intend pupils to learn in geography reflects this throughout the curriculum. In particular we have established a school curriculum plan for geography as an entitlement for all pupils that is:

* **Aspirational** in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the appropriate opportunities to build their substantive and disciplinary knowledge, master and apply subject skills and techniques and acquire the specialist language and technical terms to communicate their understanding effectively. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives and end points of learning detailed in the medium term plans (MTPs) of each enquiry, which define what the pupils will know and be able to do;
* **Coherent,** relevant, broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and are commensurate with the scope and ambition of the National Curriculum. For example, we have ensured that content includes an even proportion of physical and human investigations such as the effect of rivers on the landscape and the study of urban geography where we consider the impact of the rise of megacities in the world. Consideration has also been given also to making certain that our geography curriculum maintains relevancy and topicality through including enquiries that engage pupils in studying issues such as climate change, flooding and trade;
* **Sequenced** to ensure that pupils can build on prior knowledge and understanding as they tackle more complex and demanding enquiries. For example, at Key Stage 1 pupils observe and record the distinctive geographical features of the local area of the school and compare and contrast them with a similarly sized area elsewhere. At Key Stage 2 this knowledge and understanding is both consolidated and extended as pupils investigate the nature of environmental change in their local area and reach judgements as to the cost and benefits such change brings;
* **Progressive** and more challenging EYFS through to Year 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the disciplinary thinking skills we support them to master and apply to ensure they understand the significance of that knowledge. These anticipated outcomes in knowledge and understanding and skills acquisition are detailed in the objectives of the schemes of work of each enquiry and also appear alongside the end points of learning in the MTPs which inform each investigation. In terms of the geographical techniques we want our pupils to master as they progress through the school, our curriculum planning has been informed by the identification of the coverage required at EYFS/Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. These are integrated into our half termly enquiries to ensure full coverage through the curriculum. Through our carefully designed progressive curriculum, children will have a wealth of substantive knowledge, specialised vocabulary and developed disciplinary thinking skills that will enable them to achieve in secondary school and beyond;
* **Continuity** with the provision of geography established in the EYFS and in particular that which addresses the knowledge and skills expectations of the *Understanding the World* area of learning and the *People, Culture and Communities* Early Learning Goal;
* Inclusive in terms of delivering the same curriculum to all of our pupils and differentiating provision where necessary through, for example, in class support, providing different learning environments, alternate learning activities and assessment outcomes.

Implementation – Learning through enquiry as young geographers

At Maryport Church of England Primary School we adopt a constructivist paradigm of learning and teaching in geography which enables our pupils to learn as young geographers and to understand the kind of questions that geographers ask of the world. Through enquiry our pupils not only build their substantive knowledge and understanding but become increasingly adept at disciplinary thinking, conceptual understanding and the use of specialised vocabulary and technical terms.

We structure learning in geography through big question led enquiries about relevant geographical topics, places and themes. Our curriculum is therefore ‘knowledge rich’ rather than content heavy as we recognise that if we attempt to teach geographical topics, places, themes and issues in their entirety we will create a very shallow learning experience for our pupils. Consequently, we adopt a policy of immersive learning in geography that provides sufficient time and space for our pupils not only to acquire new knowledge and understanding but also to develop their appreciation of the importance of subject concepts.

Through enquiry our learning and teaching in geography is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom. Learning activities are very varied to ensure that all pupils have opportunities to demonstrate their strengths. Similarly we provide differentiated ways for pupils to record the outcomes of their work including the use of PowerPoint, iMovie, annotated diagrams and the application of a wide range or writing genres. Only in this way will knowledge become embedded and ‘sticky’ and ensure that our pupils can build on what they know and understand from one year to the next.

The MTPs and schemes of work for each geographical enquiry highlight both the objectives and anticipated outcomes of the investigation – the end points of learning. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer the question posed at the beginning of the investigation.

Our learning and teaching in geography also recognises the importance of fieldwork with a number of investigations involving observation, recording, presentation, interpretation and the evaluation of geographical information gathered outside the classroom.

Fieldwork

Through our curriculum EYFS – Year 6 provision is made for regular and high-quality fieldwork which we recognise as a core element of our pupils’ statutory entitlement in geography. Our fieldwork provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the ‘real’ world. Fieldwork provision enables pupil to become observant, to develop the skills of recording, analysis and deduction to comprehend the questions that geographers ask of the world. Fieldwork and learning opportunities involve the testing and investigation of ideas and theories through practical exercises including observation, data collection, recording, presentation, interpretation and evaluation is therefore fundamental to the study of geography and the development of young geographers at our school. Consequently, fieldwork has been incorporated as a core element of geographical learning in each phase of learning – EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. This provision is important not only in terms of learning and teaching differentiation but also from the perspective of inclusion and cultural capital building. We strive to ensure we maximise the use of our local environment, enabling children to explore and make meaningful connections about the area they live in.

Impact – Assessing outcomes against end points of learning

Each enquiry which forms our programme of learning sets clear objectives and outcomes for the pupils in terms of substantive and disciplinary knowledge and understanding and skills’ acquisition. These outcomes are listed as ‘end points of learning’ i.e the criteria against which a pupil will be judged to be making good progress. Additional criteria define what ‘working at greater depth’ will entail. The schemes of work also suggest a range of formative and ongoing ways in which the teacher can assess whether a pupil has achieved the appropriate end points of learning. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day to day observations, practical activities, presentation and communication of fieldwork data and writing in different genres. The outcomes of each enquiry serve to inform the teacher’s developing picture of the knowledge and understanding of each pupil and to plan future learning or address gaps in learning accordingly. We do not make summative judgements about individual pieces of pupil work but rather use these formative assessments to build an emerging picture of what the pupil knows, understands and can do in relation to the end points of learning. Consequently at the end of each enquiry a teacher is able to make an informed and confident ‘best fit’ judgement as to whether the pupil is making good progress or working at greater depth.

At the beginning and the end of every enquiry, children are informally quizzed. This provides teachers with a measure of the children’s knowledge at the beginning of the topic compared to the end. It also allows them to collate the end of topic quiz scores with their own teacher judgements to determine the progress the pupils have made and the knowledge and skills they have developed. This allows any weaknesses to be identified and targeted in future learning. In turn, this ensures children are sufficiently equipped for the curriculum at Key Stage 3 and for life as an adult in the wider world.