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## Intent

The study of geography at Maryport C of E 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 opportunities to excel in terms of their acquisition of long-lasting knowledge and understanding and mastery of core geographical skills. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives of the schemes of work of each enquiry, which define what the pupils will know, understand and be able to do;
- Logical, 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 demands 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 impact of the rise of megacities in the world. Due consideration has 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 previous 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;

- Progressively more challenging Years 1 through 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the critical thinking skills we support them to utilise 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. 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 our identification of the coverage required at Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. These are integrated into our half termly enquiries to ensure adequate coverage through the curriculum;
- Built upon and has continuity with the provision of geography established in the Early Years Foundation Stage and in particular that which addresses the knowledge and skills expectations of the Understanding the World Early Learning Goal;
- Inclusive in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and differentiating where necessary through, for example, in class support, providing different learning environments and alternative learning activities.

### Implementation

At Maryport CofE Primary School we adopt an enquiry focused approach to learning and teaching in geography which develops our pupils as young geographers. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts.

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 restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes.

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 subject vocabulary but also to develop subject concepts and understand the significance of what they have learned. 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 varied including the use of maps at different scales, GIS, geographical puzzles, photographs and drama. Similarly we provide varied and differentiated ways for pupils to record the outcomes of their work including the use of PowerPoint, annotated diagrams and the application of a wide range of 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 schemes of work for each geographical enquiry highlight both the objectives and anticipated outcomes of the investigation. 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.

### Impact

Each enquiry which forms our programme of learning sets clear objectives and outcomes for the pupils in terms of knowledge and understanding and skills and acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved these outcomes. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources including observation, interaction with pupils during discussions and related questioning, 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 accordingly. We do not

make summative judgements about individual pieces of pupil work but rather use the outcomes to build an emerging picture of what the pupil knows, understands and can do.

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.