



Intent, Implementation and Impact Document 2021-2022

Subject: Geography

Curriculum Intent

All geography units offer a coherently planned sequence of lessons to ensure that progressively the skills required in the national curriculum are covered. The geography curriculum allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. Units of work offer a range of opportunities for investigating places around the world as well as physical and human processes. Lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

EYFS:

In Foundation Stage the children will be given the opportunities to explore and learn that they are part of a wider world and that it extends beyond their locality. There is a question that leads their learning. They learn to distinguish between things through topics that are meaningful to them and through topics which fall under the banner People, Cultures and Communities and The Natural World.

Key Stage 1:

In KS1 the children begin by focussing on the geography of their locality, (the school, village and then local town). The children will see where their locality fits into the wider world, as part of the UK and then as part of the wider world. Children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in Year 2. The Children will begin to compare where they live to places outside of Europe and ask and answer geographical questions.

Key Stage 2:

In Key Stage 2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, lessons and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.

Curriculum Implementation

EYFS:

In Foundation stage the children develop their understanding of the world in relation to people and their communities integrated within their current topic. The immediate environment of the school is exploited to explore how we get from place to place. Stories give an opening into exploring more

distant places so that similarities and differences can be examined, and why some places vary from one another. Children's personal experiences of travelling also provides opportunities to learn how places are connected and an awareness of the vastness of our world.

Key Stage 1 and Key Stage 2:

In order for children to know more and remember more prior learning is always considered and opportunities for revision of facts and geographical understanding are built into the lesson sequence.

Question led curriculum – open ended questions to challenge thinking and encourage discussion and engagement with the subject. Children are encouraged to challenge and enquire and not just accept what it said, to learn how actions, have consequences in the wider world and how this impacts on physical and human geography.

Learning journeys are displayed in classrooms to show the learning, questioning and work that has and will be taking place.

Opportunities to enhance learning take place in the form of visitors or trips to provide first hand experiences (use of village, local towns, trip to Zoos and Living Rainforest).

During assembly current topical issues are considered and discussed as appropriate. This allows the children to see the role they have in the world at large and how human involvement impacts others and has consequences. They learn to become citizens of the world and to have opinions and accept responsibility for shaping the world in the future.

Opportunities to explore and challenge diversity and prejudice within geography units are exploited and planned for within units of work.

Sponsored events (e.g. Sport Relief/Children in Need where they learn that their money is helping children who live very different lives).

Curriculum Impact

EYFS:

Outcomes of children at the end of Foundation stage - meeting early learning goals.

Key Stage 1 and Key Stage 2:

The impact of the geography curriculum will be measured by:

- Learning walks will take place termly to see learning in action and how the curriculum is being implemented, teaching strategies being used, pupil engagement and interest, skills being taught/used.
- Termly book scrutiny – progression from year to year and with the unit, differentiation of tasks, marking and how it moves children on, questions to challenge opinions/address misconceptions.
- Pupil voice – what are they learning, how do they know how they are getting on, do they like how the subject is taught etc.
- Teacher's use target tracker termly to judge attainment against objectives and to plot progress made. Data used to monitor progress and identify children not meeting age related expectations.

EYFS:

Observations:

Autumn Term:
Spring Term
Summer Term

Drop In / Learning Walk:

Autumn Term:
Spring Term
Summer Term

Policy Review

Staff / Pupil Voice

KS1 and KS2:

Observations:
Autumn Term:
Spring Term
Summer Term

Drop In / Learning Walk:

Autumn Term:
Spring Term
Summer Term

Policy Review

Staff / Pupil Voice