

Grange Primary School



Intent, Implementation and Impact Statement - Geography

Intent

Our Geography curriculum is intended to increase pupils' knowledge and curiosity of the wider world and evoke curiosity and fascination about the world they live in. Pupils' will learn about diverse places, people and geographical features. We aim to develop children's deeper understanding of both the human and physical world around them, including their locality. This will be achieved through the delivery of a high-quality geography curriculum through the use of different teaching techniques, including mapping skills, fieldwork and educational visits. Children are encouraged to foster a lifelong curiosity and fascination about their world; ask questions about how and why places changes, make comparisons and identify how they are connected. We encourage our pupils to have a voice and to use it confidently to discuss and critically analyse issues they feel strongly about, such as climate change and deforestation. Our intention is to provide our children with opportunities to expand their geographical knowledge and experiences of the world, building cultural capital and expanding their transferrable skills. Children are encouraged to develop an awareness of environmental issues and to become reflective members of society who consider their actions/choices on the planet and who are invested in protecting it.

Implementation

Geography is taught as part of a termly topic, covering the knowledge and skills detailed in the National Curriculum. Our planning sequences support children in developing subject specific language through learning the definitions of key words linked to each lesson. Our pupils are provided with opportunities to extend their knowledge and understanding beyond the local area through studies of the United Kingdom and Europe, and North and South America. Our Geography curriculum is complimented through fieldwork and educational visits, giving our pupils first-hand experiences of the natural world around them.

Topic knowledge organisers, containing key facts and information, are provided to support organisation, home learning and long-term retention of new information. They are also used to assess pupils' prior and post learning. Additionally, cross curricular links are planned, especially with our Art and DT curriculum. The children also consolidate their geographical knowledge and skills with history units focusing on locational and place knowledge. This ensures that learning is meaningful and contextualised. At the end of a unit children are encouraged to create a non-fiction unit of writing on a particular unit to demonstrate what they have learnt. Furthermore, we have developed strong links with our community groups such as the police and environmental officers. This has enabled us to develop enrichment opportunities such as investigating traffic and air pollution in the area. locational knowledge, human and physical geography and place knowledge, are mapped out to ensure progression and build upon pupils' prior knowledge. Learning is made memorable and captured using photos, videos of activities, quotations, learning reflections, thinking keys, discussions, drawings, diagrams, explanations, roleplay, drama, debates, map work, special visitors to the school and field trips. Children are encouraged to empathise with those in different parts of the world.

Impact

The impact of Geography at Grange Primary School is demonstrated in the following ways. Children will be able to recall important facts related to the information outlined within the Topic planning and Title pages. They will develop their own opinions regarding geographical features; and will speak confidently about various aspects of human, physical and environmental geography for the British Isles and parts of the world using accurate geographical vocabulary. Progress will be assessed on a termly basis using the agreed progression of skills, using the Topic title pages. Those children working at Greater Depth in geography will use reasoning within their arguments and to support their viewpoints using their knowledge.

Learning journeys are clear and evident from looking at children's workbooks. Early Years and Key Stage One's learning are evidenced through the use of floor books, which include pupil voice and photographs. Key Stage Two have individual workbooks. Pupils make links to prior learning and identify recurring themes both within geography and cross-curricular learning.