

Geography Intent, Implementation and Impact



Intent

Geography at St Cuthbert's Primary School offers the children the chance to understand how the world works and how it is interconnected: its scale, diverse communities, changes over time, resources and sustainability. We believe that children should not only have a deep understanding of the interactions between physical and human processes, and the formation of landscapes and environments, but also how they themselves can make a difference and contribute to the worlds' maintenance and development. To promote our children's interest and understanding of the world around us, we believe that the first-hand experiences we offer, particularly with regards to fieldwork, engages their learning so that they will continue to be independent and curious to go and explore the world.

Due to the investigative nature of geography, we ensure that children develop a secure understanding of its concepts, knowledge and skills. Children use their transferable skills from other curriculum areas to interpret maps, photographs etc; to collect analyse and communicate data; to communicate geographical information as set out in the (DfE) National Curriculum.

Monitoring

Books are regularly monitored by Senior Leaders, including the geography lead, with the focus being to ensure a depth of geographical skills/concepts and subject specific knowledge is being embedded. Planned learning walks take place so that the geography lead can develop an understanding of how geography is being delivered and to speak to the children to gather feedback so that the curriculum can continue to improve.

Staff development

Staff development is based from questionnaires and staff requests to build knowledge or new staff being employed.

Impact

The geography curriculum has been planned by the geography lead to ensure all key skills are being taught and are progressive throughout the school. Outcomes in geography books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge and skills.

Children are actively encouraged to identify their own areas of development. As children progress through the school, they develop a deep understanding of their school, local area, country and wider world; this enables them to place themselves within the world and to have a sense of geographical context. The positive impact of our curriculum is evident when listening to the children's use of vocabulary and their pride in sharing their learning. Children can conduct fieldwork in both Key Stages, and its impact is clear from the development in the maturity of children's questioning and curiosity.

Next steps

Audit resources and share with staff

Oversee planning, delivery and assessment of geography

Keep staff updated and share digital resources to support learning across school.

Implementation

How this looks from a planning point of view:

At St Cuthbert's geography is taught as separate units so that children can truly appreciate its importance and achieve a depth of learning. All units have been planned by the geography lead by following the (DfE 2014) National Curriculum Programmes of Study and each geography lesson within our St Cuthbert's Programmes of Study develops with the aim of incorporating key geographical skills. These skills are at the forefront of our teaching. Where possible, our local area has informed the Programmes of Study, ensuring that lessons are relevant to the children. We consider children's different starting points and consideration is given to how to target greater depth, as well as those who need more support. We use visual clues and physical resources, such as maps, in most lessons as we encourage the children to be using their geographical skills as much as possible to embed learning.

Resources

Digi maps

Atlases

Maps for all classrooms

Resources for fieldwork

Globes in all classrooms

Assessment

Assessments are based on all learning gained from each separate unit and considers the geographical knowledge and skills which the child has acquired. The class teacher records the assessment on the school's assessment sheet at the end of each unit. Teachers draw upon the depth of knowledge the children have achieved and the relevant skills in collecting, analysing and communicating data; interpreting a range of data (such as maps); communicating geographical data in a range of ways.

