

Springcroft Primary School-



Geography Intent, Implementation and Impact Statement

**Intent**

We aim to deliver a high-quality *Geography* curriculum, which inspires children's curiosity and fascination about the world and its people. We intend to equip children with knowledge and skills that will remain with them, and can be developed, for the rest of their lives. *Geography*, by nature, is an investigative subject.

Our staff use creative, collaborative and discussion-based approaches to bring *Geography* alive and give children the opportunity to explore new learning themselves.

In order to retain new skills, children frequently engage in practical activities in and beyond the classroom. Children investigate a range of places (both in the UK and the wider world) to develop their knowledge of the Earth's human and physical processes.

We also intend for children to become confident using key geographical skills across a range of contexts. Children will have the opportunity to collect and analyse data, interpret sources of geographical information (maps, globes, digital mapping etc) and to communicate geographical knowledge in a variety of ways.

Our aim is to ignite a passion for learning about the world they live in, both locally and worldwide and to understand the impact that humans have on the world. We seek to deepen the children's understanding by encouraging them to ask and answer questions about the world and provide them with the skills needed to become independent and competent geographers.

**Implementation**

To ensure high standards of teaching and learning in *Geography*, we implement a curriculum offer that is progressive throughout the whole school. Progression in skills and knowledge are clearly outlined in our *Geography* progression grid, which maintains strong links to the National curriculum.

Teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork. This is supplemented and developed by Survival School. We are passionate about developing knowledge, understanding and skills through children being outside and enjoying the *Geography* around them. Educational visits are also encouraged to enable children to gain real-life experiences

and apply skills practically.

Where appropriate, we make cross-curricular links so that learning is repeated in several contexts and children are given opportunities to recall knowledge and skills, strengthening their long-term memory. In order to plan for repetition and building of prior knowledge, teachers are expected to know what has been taught previously as well as having a secure understanding of what needs to be taught.

Teachers plan the learning in geography lessons, and are supported by subject coordinators, who monitor the subject teaching and learning of geography across the school, ensuring teachers are equipped to teach the subject with the resources and knowledge required.

Formal, summative assessment in Geography takes place at the end of each year stating whether children are working towards age-related expectations, are working at age-related expectations or are working at a greater depth standard. Formative assessment takes place continually throughout the year: assessment for learning is used to ensure lessons are pitched appropriately and to inform future planning.

#### **Impact**

Our Geography curriculum is planned to demonstrate clear progression. Children will develop the geographical knowledge and skills to enable them to explore, navigate and understand the world around them. Engaging lessons will shape inquisitive learners who aspire to research and explore new learning further.

This will be evident through pupil voice, where children will confidently be able to talk about the skills and knowledge they have acquired and work will display the range of topics covered and clear cross-curricular links. Children be equipped with the knowledge, skills and understanding set out in the Primary National Curriculum and will be prepared to become competent geographers as they continue their learning journey.