

Curriculum Intent Statement: Geography

Geography - Intent, Implementation & Impact

What is the Intent of our geography curriculum?

At St.Botolph's CE Primary School, it is our intent that children grow up enjoying geography and understand the connections between geography and the real world. We want children to be fascinated by the world and the people in it. Their curiosity should last for the rest of their lives. Our children should know about the diversity of places, cultures, people and natural and human environments. They should also understand the physical and human processes of the planet Earth. (e.g. the water cycle, volcanoes etc) We aim for our children to be aware of the opportunities that exist outside of their current location.

Sound geographical knowledge and consistently high Quality First Teaching is key to delivering a sound and interesting geography curriculum.

We aim to provide our children with a wide range of opportunities to build on prior learning and conceptual understanding so that they can make secure connections. We provide the children with opportunities to investigate and make enquiries about the local area so that they can develop a real sense of who they are, their heritage and what makes the local area unique and special. We are developing the children's ability to apply their geographical skills to enable them to confidently communicate their findings and geographical understanding.

Children have the time to practise skills so they can become successful learners. They also have time to revisit areas to secure knowledge.

We want them to become confident geographers who can reason, justify and explain. They are given the support, skills and encouragement in order to enable them to enjoy their learning. We also encourage them to develop inquisitive minds and self-belief so they want to push themselves to learn more.

How is our geography curriculum being Implemented?

We have worked together as a staff team to develop a programme of geography for our school but we are always keen to learn more in order to ensure that our curriculum is the best it can be for our children.

Planning & Organisation

In our FS, staff work hard to provide the children with a range of experiences of geography using resources familiar to the children to build initial skills and understanding. Within each key stage the

geography curriculum is planned in a way which gives the key stages the freedom to plan ensuring all national curriculum areas are covered. Key stage 2 is divided into upper and lower key stages. This is developed by using a country as a platform to form the basis of more detailed and inspirational planning.

Long-term planning	National Curriculum - Geography Curriculum Overviews
Medium-term planning	Key stage teams develop their 'creative curriculum' plans to ensure that all skills and knowledge are covered and developed for all of the foundation subjects. This is all based around a subject themed country. Golden time plans and themes are developed to ensure subject areas that don't fit within scheduled sessions are still being delivered to a high standard.
Short-term planning	'Creative curriculum' planning is created in teams, the lessons are planned to ensure a full coverage of subject knowledge, whilst allowing children opportunities to revisit and develop their skills and knowledge.

Teachers plan in key stages to ensure a consistency of approach. They also focus on key geographical vocabulary and terminology so children understand how important comprehension is to their understanding of a question.

Presently, Key stage one teaches geography in separate year groups. Key stage two work in mixed year classes. The older year group will work more independently on their skills and develop their knowledge to a greater depth. The younger year group will work with more scaffolding from the teacher.

In classrooms, you will see children who are focussed on their learning. Discussion and collaboration is encouraged alongside independence and resilience. We like our geography lessons to be engaging and enjoyable. Children are given opportunities to repeat and reinforce learning and follow lines of enquiry.

We always ensure that all children are given the same opportunities within geography, these skills are taught and developed over time to deepen the children's learning. Teachers are fully aware of the work and skills that have previously been taught. Planning is then carried out to ensure that there is a continuation of development and progress in this area.

How do we know what Impact our geography curriculum is having on pupils' geographical knowledge?

As a school we communicate and share our planning with each other and inform the relevant leaders when there is a lesson that we would like them to witness in action. As a whole school we are developing a system to ensure that we are fully aware of the curriculum coverage in each Key stage. As a geography leader this enables me to have a good overview of what has or is going to be taught. Pupils are encouraged to talk about their learning and make links to previous topics to help them embed key geographical skills that they have been learning. In addition to this:

- ❖ Pupil/teacher 1:1 meetings - How do the children feel about Geography? What are their perceptions of how they are doing? What can they do well? What are their next steps?
- ❖ Google quiz assessments - at the end of a topic teachers are developing online quizzes to assess children's understanding of the key 'golden nuggets' of information that has been gathered throughout the topic. Teachers and leaders are able to view data provided from these quizzes to assess the success of lessons and use the information to inform future planning and plan for additional coverage where necessary.
- ❖ End of key stage assessments - At the end of each Key Stage (Foundation stage, Key Stage One and Key Stage Two) teachers use the data gathered from google quizzes and their ongoing monitoring of children to assess their understanding. This enables us to track how they are progressing and ensure all children are on track with their Geography knowledge and skills throughout their Primary education.
- ❖ Monitoring and evaluation of pupils' work, planning, observation of lessons and pupil voice.
- ❖ Team planning- whole school Inset days, whole school and key stage meetings.

The impact of our geography curriculum is that children understand the relevance of what they are learning in relation to the real world. We have fostered an environment where geography is fun and informative. Teachers build good relationships with children during geography sessions so they know when a child is progressing well and when they need help. We encourage an environment where questions are welcomed and it is okay to check and to take a risk. Effort is rewarded and any misconceptions are seen as a good way to review learning.

We support children to strive to be the best geographers they can be and give them experiences and opportunities to enable them to embed the skills that they are working on, therefore allowing them to deepen their knowledge. Children are also encouraged to voice their opinions about what they have learnt, what they are learning about and what they would like to find out more about.

Who else supports the pupils so they can excel and enjoy geography?

Working together - Support from Stakeholders

Pupil Voice - Teachers have the opportunity to speak to individual pupils (termly) on a one-to-one basis. They discuss areas of strength and challenge, setting targets to work on. Pupils and teachers also discuss effort and how they are getting on with homework.

Parental support - We work with parents to keep them informed of how they can support their child at home and how well their child is doing. Parent/teacher meetings are held twice a year and reports are sent out during the summer term. Copies of Pupil 1:1 meeting sheets are also sent home for parents to see. We also have an 'Open Door' policy and welcome parents in when they have any issues or want to talk to us about any concerns they have. Knowledge Organisers are shared with parents on our website so they are kept up to date alongside weekly WEDUC messages to share current focuses within the curriculum.

Governor Support - Our governor responsible for geography meets regularly with the subject leader to discuss geography. Monitoring visits are made and data is shared and discussed. Challenging questions are asked of subject leaders and reports are written. Our geography governor will support children and staff by attending school on key geography days, showing an interest in children's work as well as chatting about their work with the pupils.

Trust support - We work with other geography subject leaders, schools and teachers to moderate work, share ideas, resources and plan ideas and celebrate achievements. We hold trust days which gives the pupils the opportunity to visit other schools or locations and collaboratively work with others. An example of this was when four schools worked together to organise a geography around the world day. The children completed a carousel of various activities around the school linked to four different countries. We were the hosting school on this occasion and the pupils gained so much knowledge alongside having a lot of fun.