

Geography - The Intent, implementation and Impact of our Curriculum

"Geography underpins a lifelong 'conversation' about the earth as the home of humankind."
Geography Association

Intent

At Sir John Offley C.E. (VC) Primary School, we believe that a high-quality geography curriculum will inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. It is vital that all geography teaching and learning is purposeful and equip pupils with the correct knowledge and the necessary depth of knowledge to become skilful and informed geographers.

Implementation

As a school, we have worked to plan an engaging, enjoyable, informative and challenging geography curriculum. In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school.

Geography is taught weekly as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum.

The five key geographical concepts inform the planning and teaching of each geography topic. These key concepts are place, space, earth systems, environment and culture. These concepts will also be highlighted in teachers' planning. By using these concepts, we will ensure that children see the links between each topic in their year and also be able to make links in the topics taught throughout their geography learning at Sir John Offley.

All geography topics also have accompanying key vocabulary and key questions which outline the key knowledge that we want children to learn and help to support teachers' planning.

At the end of each topic, teachers will also complete a geography assessment where they will record the pupils that are developing, expected or greater depth in each subject, which will then be passed to the geography subject leader.

We ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on fair trade and climate change in Upper Key Stage 2. This is also shown in all classrooms having a dedicated geography display board, on which a world map and key vocabulary for the current geography topic will be displayed at all times. The geography boards will also display pupils' work, which will allow pupils pride in their knowledge and achievements, whilst also being used to recap previous learning. The children also have dedicated geography books to present their work, with each book having a key stage

appropriate map on the front cover. This will not only act as a reference point for children, but also as a way to record the topics that they have learned that year.

Impact

The impact and measure of our geography curriculum is to ensure that children are equipped with progressive, high quality geographical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

In addition to this, we will measure the impact of the geography curriculum through a celebration of learning in assemblies (demonstrating progression across the school) and through pupil discussions about their learning.