

Intent, Implementation and Impact - Geography

Intent:

Geography at Edward Wilson Primary School aims to ignite pupil's curiosity and fascination in the world around them whilst ensuring they acquire, develop and deepen a broad range of geographical knowledge and skills. The sequences of learning have been carefully chosen to equip pupils with knowledge about places, people, natural and human environments as well as key physical and human processes. Alongside this, pupils are given opportunities to develop vital skills, such as, an ability to read and create maps, identify human and physical features and make comparisons between places to gain a deeper understanding of the areas studied. Progression is ensured through mapping the key knowledge and skills across the school, ensuring learning builds over time. Opportunities for recapping and revisiting are fundamental in ensuring knowledge is retained and this is a key aspect of our planning process. In addition, the acquisition and understanding of key geographical language is vital and we aim to promote speaking and listening opportunities wherever possible. We strive for all pupils to retain the knowledge and skills they have learnt throughout their time at Edward Wilson thus ensuring they are well prepared for the next steps in their future education.

Implementation:

At Edward Wilson Primary School, Geography is organised into three units of learning across the year and is taught weekly in alternate terms with History. Each sequence of learning has been carefully chosen to cover a broad range of knowledge and skills, as set out in the National Curriculum and beyond. The progression map organises the key knowledge and skills into year groups, setting out clear expectations and ensuring learning is deepened over time. The subject overview clearly shows how the sequences of learning are structured across the year, also taking into consideration progression and depth across the school. Teachers have used these supporting documents to choose the focus knowledge and skills for each unit and completed detailed medium term plans, setting out the sequence of learning over the term. In school training, reference books and access to online resources such as 'digimap for schools' have all supported teachers to develop their subject knowledge and ensure they feel confident to plan and teach quality Geography lessons. Each unit begins with a prior learning lesson where pupils have the opportunity to share what they already know through answering a key question. This allows teachers to take account of pupils starting points and helps to inform future lessons. Pupils then record what they have learnt at the end of the sequence of learning by answering the same key question and demonstrating progress. Careful consideration has been given to ensure knowledge is retained and built upon across the unit through the use of knowledge organisers and '5 minute starters' to revisit and recap previous learning. Assessment for learning (AFL) strategies, such as true or false and Exit passes, are used to regularly assess pupil's knowledge throughout the unit so teachers can adapt the lessons and ensure learning is relevant. It is important that all pupils can access the learning and when necessary differentiation is provided through the use of scaffolds, adapted resources and additional adult support. In addition, teachers provide challenge through next step questions and extension activities where appropriate. Vocabulary is also a key aspect of the curriculum, from identifying new words at the planning stage to introducing and teaching key vocabulary during the lessons. Every opportunity is taken to develop reading within the Geography curriculum through the use of quality non-fiction texts, atlases and online research. Where relevant, cross curricular links with other subjects, such as Mathematics, Literacy and

Science have also been identified and noted on the curriculum maps for each year group. The local area plays a key part in the Geography curriculum and is fully utilised to achieve the desired outcomes. In addition, the pupils' learning is enriched through the provision of quality resources as well as providing practical workshops, trips and fieldwork opportunities across the year.

Impact:

Regular monitoring of books, learning walks and pupil interviews are all used to assess the impact of the subject. Outcomes in books evidence a broad and balanced Geography curriculum and a variety of recording styles and activities taking place. Pupils take pride in their work and show high standards of presentation and engagement. Assess and review lessons at the end of each unit show pupils acquisition of the key knowledge and demonstrate the progress made from the start of the sequence of learning. Pupils enjoy Geography lessons and talk confidently and enthusiastically about their learning. As they move through the school they develop a deeper understanding of the skills and knowledge required to be a geographer. In addition, pupils have developed a greater understanding and appreciation of their local area and its place within the wider geographical context. All pupils have acquired and retained the key geographical knowledge and skills, making them well prepared for the next steps in their learning.