



Statement of Intention, Implementation and Impact

Intention:

Our intent, when teaching Geography, is to inspire in children a curiosity and fascination about the world and people within it. The intent of our Geography curriculum is to deliver a curriculum which is accessible to all; to maximise the outcomes for every child so that they know more, remember more and understand more.

We aim to promote the children's interest, knowledge and understanding of diverse places, people, resources and natural and human environments. The Pillars of our Curriculum promote opportunities for this and are embedded in our long-term geography plans. Through this children understand how our world is changing as a result of human impact and they are inspired to know how they can make a difference as environmental activists (Sustainability and Change Pillar). We encourage children to respect differences in the wide range of places and cultures they encounter (Diversity and Equality). We also promote a passion for being the outdoor world and appreciation for the beauty within it (Aspiration and Wellbeing). Children's interest will always be stimulated using a topic launch event and an exit event will give the children an opportunity to evaluate, create and demonstrate.

As pupils progress, their growing knowledge about the world, and their position within it, will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want pupils to understand our actions will influence its future survival.

We aim to develop the children's love of the world around them through geography and inspire in pupils a curiosity and fascination for the planet and their place in it for many years to come.

Units are informed by the National Curriculum.

It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** geographical knowledge.

- **Substantive knowledge**- this is the subject knowledge and explicit vocabulary used to learn about the content
- **Disciplinary knowledge**– this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by *thinking like a geographer through skills and fieldwork*.

This ensures that pupils develop the knowledge, skills and understanding of the key geographical concepts of **contextual knowledge**, **processes** (both physical and human) and **geographical skills** ensuring that they achieve/exceed the aims of the National Curriculum for Geography – Key Stages 1 and 2 (DfE, 2013)

Geography is an enquiry and investigative subject, which develops an understanding of concepts, knowledge and skills. Consequently, our Geography curriculum is broken down into areas of study for each topic with **key questions** relating to the POS aims in an Enquiry-based approach. The planning of learning always begins with the skills and knowledge that needs to be taught and enrichment opportunities to apply learning are carefully mapped.

Our Geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Children investigate a range of places – both in Britain and abroad.

Implementation:

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught in blocks throughout the year, so that children achieve depth in their learning. The subject leader has identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school using the golden threads of My Place in the World, Fieldwork and Enquiry, Mapping and Human and Physical Geography. Skills, knowledge and discreet vocabulary progression are built on year by year and sequenced appropriately to maximise learning for all children (as shown in the Subject Overview and Golden Thread progression documents).

In order to reduce cognitive load, new learning is always linked to previous learning. For each taught unit, children are given a 'child-friendly' overview which relates back to knowledge that has already been taught. By doing this, pupils will engage with the curriculum more, experience success and it will enable pupils to make connections.

Spaced retrieval practice, through questioning, quizzes and peer-explanations, further consolidates the transfer of information from working memory to long-term memory.

The school grounds and local area are fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practice. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world both within and beyond their locality. The curriculum is designed to build on the children's prior learning and to widen their knowledge of world from their immediate surroundings and locality to countries in Europe and in other continents.

Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in Geography lessons, other lessons and in the class book area. To further develop in children the skills of interpreting a range of sources of geographical information children also have access to maps, atlases diagrams, globes, aerial photographs and Geographical Information Systems (GIS) such as Digimaps.

Cross curricular outcomes in geography are specifically planned. Links to History and other subject areas are also explored, with strong links between the Geography curriculum and literacy lessons enabling further contextual learning.

Teachers have good subject knowledge, presenting the subject clearly, promoting appropriate discussion, checking understanding, identifying misconceptions, providing clear feedback.

Impact:

The impact and measure of this is to ensure that children at Otterbourne CE Primary School are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. The large majority of children will achieve age related expectations in Geography. We want the children to have thoroughly enjoyed learning in Geography, therefore encouraging them to undertake new life experiences now and in the future.

As geographers, children will understand the relationships between human beings and the environment. We will have awakened our children's curiosity and instilled in them a sense of awe and wonder for the physical and human environment we live in. Thus, enabling pupils to be effective and responsible citizens in society. They will have gained transferable skills which can be used across the curriculum and in life. Geography will also have given our children the tools to gain an understanding of international matters, global concerns and environmental matters which we can seek to resolve.

We measure the impact of our curriculum through the following methods:

- Assessment and retrieval tasks which are mapped out on planning overviews
 - Analysis of assessment data on Insight
 - Pupil interviews
 - Book looks
 - Drop in sessions by the subject leader

The subject leader highlights strengths, achievements and any improvements, knowledge and skills that still need to be embedded.