

## Geography: Intent, Implementation, Impact

*Geography is the study of places and the relationship between people and their environment.*



### Introduction and Aims

Our geography curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National Curriculum which can be found [here](#).

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

At Ellington Primary School, we use Kapow Primary's Geography scheme of work which aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them, well as preparing them for the next steps in their school career.

### Intent

We intend to provide our children with a geography curriculum that builds upon learning and ensures our children achieves the expected outcomes at the end of primary school.

Through our curriculum, we are shaping our children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical. Underpinning the curriculum at Ellington Primary School are our curriculum drivers which are:

### **Aspirations**

Once children begin to understand their value as local and global citizens and how their actions could influence both the natural and man-made aspects of our world, we aim to

inspire children to achieve goals that will continue to contribute to sustainable living and a protected planet. During their geography journey at Ellington Primary School, we aim to provide pupils with transferable skills that they can use to drive their achievements and set aspirations for their future. Links to geography are also made through our curriculum enrichment map.

### **Wider World**

We want our children to develop a deep interest and knowledge of their locality and how it differs from other areas of the world. We wish to inspire children to become empathetic global citizens with an awareness of the cultural differences found in communities beyond Ellington.

### **Independent Thinking**

Being a geographer means being good at thinking. At Ellington Primary School we encourage children to become critical thinkers, with the ability to ask perceptive questions and explain and analyse evidence.

## **Implementation**

Kapow Primary's Geography scheme has a clear progression of skills and knowledge within the four strands across each year group, which we have adapted to use within our curriculum to meet the needs of our pupils. Our progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

### **What will I see if I visit a geography lesson at Ellington?**

**Knowledge Check:** An opportunity at the beginning of the lesson to revisit prior learning to support recall and retention of key knowledge as well as addressing misconceptions.

**Creative, quality-first teaching:** Class teachers use medium term plans (adapted from Kapow Primary) to bring geography alive for their children. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all

pupils can access learning, and opportunities to stretch pupils' learning are available when required.

**Clear instruction:** Teachers will deliver lessons which have been carefully planned and modelled to provide the best possible teaching and support for the children.

**Skilful questioning:** Questioning is carefully planned into the curriculum to aid discussion with children about their work. Short-term planning includes 'key questions' staff can use to support them. Teachers use a mix of strategies to make sure all learners are engaged for example no hands up and cold calling techniques.

**Creative, Safe and Supportive Environment:** Children and adults work together to make classrooms safe and happy places to be. Mistakes are celebrated and seen as opportunities to learn. Children are reminded of personal safety and risk assessment. We use the Zones of Regulation to support children in making positive choices around their behaviour and refer to class charters and school rules.

**Work we are proud of:** Children are encouraged to do their very best in all lessons and produce work they take pride in. Work is celebrated and shared.

**Lock it in task:** Completed in the plenary, this activity is an opportunity to assess key learning from the lesson and is used to support future planning.

**Links to our curriculum drivers and school values:** Wherever possible, teachers highlight links to curriculum drivers and school values so that children recognise their importance and support their learning. For example, links may be made with careers relevant to that subject or unit of work.

## Impact

An enquiry-based approach to learning allows teachers to assess children against the National curriculum expectations for Geography.

The impact of our curriculum has been constantly monitored through both formative and summative assessment opportunities. We use knowledge checks, targeted questioning and lock-it in tasks to assess pupils' knowledge weekly to ensure gaps are identified swiftly. An end of unit assessment, gives an opportunity to assess pupils' wider knowledge and understanding of the skills taught across the unit. Our assessments have shown a rise in pupil's attainment which indicates our curriculum is supporting maximum impact for pupils learning within Geography. When gaps or misconceptions appear, our teachers adapt their planning within the next unit of work to address this. Pupils' will also find knowledge checks that address their gaps to move learning on. Opportunities for children, in Key Stage Two, to

share their findings or present their understanding of geographical skills learnt is a key assessment opportunity, again showing the impact that our high-quality curriculum provides. Pupils are also aware of the impact of their learning. Through marking and feedback, pupils are very clear how they are progressing through our geography curriculum.

The wider impact of our curriculum ensures that pupils act, discuss, think like geographers and leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. The impact of our curriculum shows our children can:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National curriculum for Geography.