

Geography: Intent, Implementation & Impact

Intent

Our curriculum intent for Geography reflects the purpose and aims of the national curriculum by helping our pupils to develop a greater understanding and knowledge of the world, as well as their place in it.

Our Geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can, and are used, to promote their spiritual, moral, social and cultural development.

We aim to develop an awareness of the diverse nature of the UK and global populations and the contributions different societies, communities and individuals have made to human understanding.

Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Our school curriculum drivers also shape our geography curriculum:

- **Culture**
- **Community**
- **Equality**

Recovery Curriculum:

During the recovery period, we intend to maintain the breath of the school curriculum. The need to prioritise supporting children's mental health, assessment and closing gaps necessitates a focus on key knowledge. Focus will be on key threshold concepts:

- Locational knowledge
- Human features
- Physical features
- Climate
- Maps and information
- Interdependence
- Settlement

School Closure/Remote Learning:

In the event of a further partial or full closure, teachers will continue to teach the national curriculum remotely including through the use of live sessions within the constraints of our current technology. Priority will be given to daily maths and English lessons. In geography,

teachers will use catch up overviews and end of year revisions materials to ensure that key knowledge and threshold concepts continue to be developed.

Implementation:

The curriculum is sequenced in long and medium term plans to help pupils build cumulative knowledge towards agreed milestones. The most important subject content is organised through threshold concepts that organise new knowledge systematically and ensure a logical progression.

As part of the planning process, teachers will need to refer to the following documents:

- The National Curriculum
- Knowledge Organisers
- Chris Quigley Essentials – Threshold Concepts and Milestones (End points)

Geography is taught every term throughout the year, so that children can achieve depth in their learning. Teachers have 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. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.

Impact:

Outcomes in topic books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives, and the big idea, at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary. Children have the opportunity, at the end of a topic, to demonstrate their knowledge and understanding in a POP (Proof of Progress) Task. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.