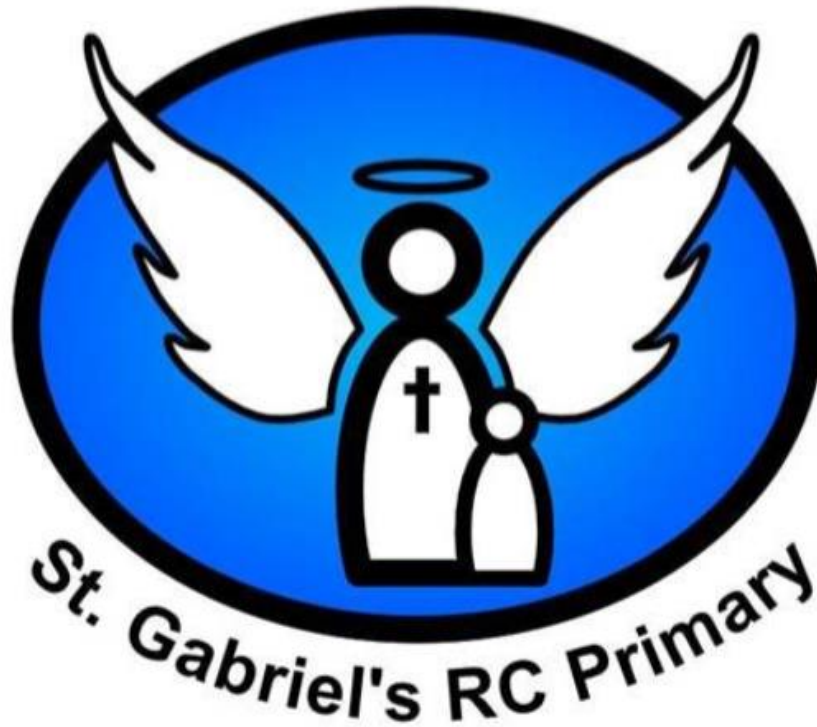




Geography

Intent, Implementation and Impact Policy

Intent, Implementation and Impact in Geography

INTENT	Subject Statement	In geography, we appreciate that our children are citizens of the world. We explore and gain a deep understanding of the Earth's key physical and human processes. We inspire pupils with a curiosity and fascination about the world and emphasise the similarities we have with other peoples and nations. Our teaching equips pupils with knowledge about diverse places, people, resources, as well as natural and human environments.
	Subject Expectations	As pupils progress, their growing knowledge about the world should 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 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.
	Conditions for learning	<u>Displays / Working Environment</u> Learning environments need to be utilised effectively and consistently used for children to refer back to their previous learning in order to develop the long term memory. Each class should have: • A learning journey (a road) so children can refer back to what they have been taught. • Week 1 – Week 8 boxes with learning (skills) written inside them. • A geography skill will be placed up on display, so that children know what skill they focussed on in that lesson. • Key questions with children's responses • Vocabulary • Knowledge organiser <u>Learning Behaviours / Attitudes to Learning</u> • Children have good knowledge of geography and enjoy the subject, especially the lessons that have included practical work and fieldwork, including school trips and visitors. • Children enjoy their learning, especially when this is cross-curricular including subjects such as art, drama, debate, computing, etc. • Children are engaged in geography work and lessons are interactive and practical where possible. • Teachers provide opportunities for the children to work collaboratively. • Teachers scaffold the work so all the children have the opportunity to work independently.

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	Planning	<u>Progression and Sequencing</u> - Progressive, well planned curriculum. <u>Planning</u> - Geography is planned through their topic ensuring cross-curricular links and that all the geography skills are taught. - High quality text linking to the geography topic. <u>Structure of Lessons</u> - Each year has termly topics, where appropriate we integrate subjects. For example, pupils might engage with geography content through English lessons, culminating in a piece of report writing. - A structure of a lesson depends on the teacher. Each topic should have a WOW lesson, this could be do through using artefacts, trips or bringing in visitors. <u>Resourcing</u> - Atlases - Globe - Rain gauges - anemometer - Trips - Visitors - Knowledge Organisers
IMPLEMENTATION	Curriculum	<u>Scope</u> - Varying levels of challenge and differentiation for children. - Progressive curriculum <u>Sequencing</u> - New knowledge and skills built upon through a progressive curriculum. <u>Knowledge</u> The geography curriculum builds and expands on previous knowledge. We aim for pupils to become more expert and think like geographers 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 <i>thinking like a geographer</i>. 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. - Teachers use subject expertise knowledge and practical skills to provide learning opportunities - Content of the lesson is suitably demanding - The lesson content is appropriate to the age group and does not lower expectation - Teachers question children every lesson using knowledge organisers.

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	Pedagogy Teaching and Learning Quality 1st teaching based on current research	<u>Learning</u> • Concepts embedded and progressed in each year group (see concept map). • Opportunities for creativity and individuality are planned for and implemented within lessons. • Cross-curricular work is planned for and utilised as regularly as possible. • Use of a range of equipment/books/pictures/video/hook used as a stimulus <u>Teaching</u> • A range of learning and teaching strategies are utilised throughout the teaching of geography as detailed below: - modelling - provide models / guide pupil practice independent practice; - enabling and deliberate practice; - daily / weekly review using retrieval questions; - new content of knowledge and skills introduced in small steps; - spacing and interleaving - ensure cognitive load theory practices are utilised from short term memory to long term memory; - growth mind-set; - metacognition; - build resilience; - scaffolding; - use of technology.
	Meeting the needs of the learner	<u>Planning</u> • Medium term plan created at the start of each topic- this should be adapted for the needs of the children in the class • Using the planning format, teachers can see which skill they are teaching each term. • Opportunities for cross curricular writing, range of genres. • Lessons using resources including trips and visitors. <u>Provision for SEND / disadvantaged</u> • Support SEND by QFT used in writing lessons • Inclusion strategy • The full range of skills progression should be explored for all children and they should not be held back, i.e. if a child cannot write but can explain verbally, they should be recorded and put on seesaw. • Use of resources should be used <u>Challenge</u> • There needs to be varying levels of challenge and differentiation for children - if a large majority of pupils start from the same point, not all learners will be challenged appropriately. • Allow opportunities for ALL children to be included by varying activities and support <u>Catch up / interventions / Cumulative dysfluency / Addressing gaps</u> • Provide opportunities and experiences for children who may not have had them e.g. trips • Catch up if a child has missed a lesson. This could be done at the start of the lesson through the recap.
IMPACT	Review and Assess Assessment for Learning	<u>Questioning</u> Knowledge organisers created for each topic. At the start of every lesson, recall facts from the knowledge organiser and past lessons. Recall quiz at the end of each topic (using knowledge organiser) <u>Review of learning</u> Teachers effectively check for understanding <u>Feedback to improve</u> • Teachers give explicit, detailed and constructive feedback to improve verbally throughout the lesson and in written marking in books. • Children are asked a thought provoking question when appropriate in their books to further develop their understanding of religious concepts. Children need to review and answer these.

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	Summative assessment	- Knowledge organisers created for each topic. At the start of every lesson, recall facts from the knowledge organiser and past lessons. - Recall quiz at the end of each topic (using knowledge organiser) - Teachers assess children's knowledge, understanding and skills in geography by making observations within class and by analysis of their written evidence. Children will receive both verbal and written feedback as a means of development (through next steps).
OTHER	Culture	Love of geography flourishes throughout school by: - Enrichment opportunities - Engagement opportunities - Home learning - Fieldwork opportunities within the local area including trips - Use of a computer to identify places in the world and understand their physical and human geography. - Workshops - Learning of other cultures and languages to their geographical location.
	Wider curriculum opportunities / Cultural capital	- Cross curricular writing - Celebrating key events- French day, - Going on trips - Inviting visitors in - Understanding of key events
	Reading within the Curriculum Area	- Each class should have a key text linking to their topic. - In the classroom libraries, each year could have a basket/table with books to do with the topic taught that term.
	Related Policies	- Handwriting and Presentation - Feedback and Marking to improve - Teaching and Learning - Assessment