



Geography: Intent, Implementation, Impact

Intent

At North Clifton Primary School, we are **GEOGRAPHERS!** We want our children to love Geography. We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, landscape architects, conservation officers, tourist guides... the list is endless! We believe that at the core of teaching Geography is the ability to give pupils the feeling of identity, humanity, respect and connectedness.

Through learning Geography, all pupils at North Clifton Primary School will develop their understanding of their place in the world, learn how they interact with the world and the impact that they make around them. As Geography is an investigative subject, which develops an 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. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at North Clifton and also to their further education and beyond.

We aim to facilitate our pupils to become Geographers at an age-appropriate level through the use of enquiry. Our enquiries focus on people, places and processes progressively at a local, national and global level; building a pupil's sense of spatial awareness beginning with their immediate surroundings in EYFS and continuing worldwide by the time they reach year six.

Our pupils are taught about the importance of sustainability and how human actions and interactions make an impact locally, nationally and globally. We believe that Geography helps to provoke and provide answers to questions about

the natural and human aspects of the world, therefore we give children opportunities to develop their skills of enquiry, investigation and analysis.

Implementation

At North Clifton, Geography is taught mainly through topics each week. It is made explicit to pupils that they are being taught Geography, even though it is taught as part of the topic. Topics are blocked to allow children to focus on developing their knowledge and skills; studying each topic in depth. Our 2 and 4 year rolling programmes across EYFS, KS1 and KS2 mean all Geography skills are taught and built upon each year, revisiting, consolidating and building upon key areas.

We have developed a progression of skills within each year group, which enables pupils to build on previous knowledge and develop their skills each year. Through the use of the Geography Progression Document, teachers can ensure links are made with prior learning, gaps are closed if necessary and the unit builds effectively on previous knowledge.

Our Early Years Foundation Stage pupils will experience provision linked to Understanding of the World. Learning will include the use of simple maps, exploring the natural world as well as learning about people, culture and communities. Pupils will learn Geography through playing, exploring, active learning, creating and thinking critically (the Characteristics of Effective Learning). There are many opportunities for cross curricular learning, such as linking Geography to Science when learning about the seasons. From Year 1 to Year 6, staff at North Clifton Primary School teach the aims and subject content of the National Curriculum 2014.

In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons. At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic, usually in the form of a mind map.

Children are given a knowledge organiser at the start of each topic which details some key information and vocabulary. This is also displayed in the classroom and then stored in an accessible file for children to use as and when they need to or would like to. This is used to support children with their acquisition and retention of knowledge and is used as a reference document.

In every Geography lesson, specific Geography knowledge, skills and understanding are referred to throughout the enquiries: locational knowledge, place knowledge, human features, physical features, map skills, compass skills and fieldwork skills. It is expected that the pupils will become familiar with these terms as they progress through the school. Enquiry questions throughout the unit will help focus thinking and deepen understanding.

In addition to this, staff understand that the pupils will progress through transferable learning skills in order to develop as Geographers. For example, pupils in Year 1 will be expected to identify, locate and name. Year 2 will describe and begin to explain. A Geographer in Year 6 will compare, contrast and give reasons in their lessons. These are the specific skills that the teachers will assess.

Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for future lessons. Self-assessment grids are used by the children to help show their understanding. Our Foundation Assessment document allows us to use data to inform future practice.

Field Trips/ Immersion days are arranged as often as possible to enhance cultural capital, particularly of the local area. They help children gain a better understanding of their local area as well as consolidating the children's learning and adding extra enjoyment for the topic. Cross-curricular links are planned for, where possible, with many other subject areas including Maths, English, History and Computing.

Attractive displays which answer key questions and celebrate children's learning, help to create a rich learning environment for each Geography focus. Children are given clear success criteria in order to achieve the Learning Intention with different elements of independence.

The Humanities Lead regularly monitors, evaluates and reviews the Geography provision. This regular review aims to celebrate and share good practice, contributing to the ongoing improvement of the subject across the school.

Impact

Pupils have a growing knowledge and understanding of their place in the world, how they interact with the world and the impact that they make around them.

Our pupils are confident *Geographers*, with the ability to discuss their learning from past and current topics, as well as explain their next steps.

Our pupils gain an increasingly complex range of critical thinking skills that transfer across the curriculum.

Every pupil is challenged to achieve their *Geographical* potential through carefully planned, motivating enquiries based on a mastery approach. Our *Geography* curriculum will also lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and their work.