

## Intent, Implementation and Impact – Geography

“Geography is the tapestry that weaves the world together.”  
Gil Grosvenor, former president and chairman of the National Geographic Society.



### Intent

Our units are **sequenced carefully** to ensure the children build on their geographical skills and knowledge each year so that links can be made in year groups, across year groups and within other subjects, such as history. As pupils progress through the school, their growing knowledge of geography will deepen their understanding of their local community and the wider world which will provide a cohesive link between geography and history.

The curriculum is designed to allow children to acquire a wealth of knowledge and skills as the sequence and selection of topics builds on previous units and feeds forward towards future learning.

Each of our units is taught through key questions which are taken from our end point objectives, which relate to the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography and geographical skills and fieldwork. Our units are taught in a coherent sequence in order to develop the use of geographical enquiry and will focus on the acquisition and application of key subject **knowledge, skills, concepts and vocabulary** throughout.

Within each unit, a range of opportunities are planned to allow pupils to communicate their knowledge, skills and understanding of the subject. Pupils will have many opportunities to ask questions, discuss, communicate understanding and revise their ideas. Links are made within and across units to support pupils in making **connections** and in developing a strong overview of **geographical concepts, key skills and geographical vocabulary**.

### Implementation

- **Logical sequencing**  
We have carefully planned our ambitious geography curriculum and units are carefully positioned to ensure that skills and knowledge are sequentially and logically organised so that learning builds over time.
- **Consistent teaching sequence**  
Geography lessons will follow a clear and consistent teaching sequence, including putting the learning in the big picture, using a world map where appropriate, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conduct geographical fieldwork/enquiry using a variety of sources,

pupils interpreting their findings and communicating their geographical knowledge and understanding appropriately, before evaluating their learning.

- **Learning environment**

The learning environment is designed to ensure children develop their geographical knowledge and continue to know more and remember more. Knowledge walls/displays are key drivers to this, with teachers making reference to them during lessons.

- **Subject specific vocabulary**

Identified through knowledge organisers and highlighted to the children at the beginning of lessons and revisited through units. Vocabulary is displayed in class for pupils to access at any time. Pre-teaching of vocabulary happens regularly to help pupils articulate their learning with greater accuracy, which is then built on as children progress through the school. Word banks are always provided to support learning.

- **Use of artefacts**

Wherever possible we use artefacts for children to explore and investigate. We believe that handling real objects enhances the children's geographical knowledge, understanding and skills.

- **Use of sources**

We aim for children to be able to read maps, atlases and Ordnance Survey maps. This also includes using keys, compass points, co-ordinates, etc.

- **Knowledge Organisers**

Children have access to key knowledge, language and meanings to understand geography and to use these skills across the curriculum.

- **World Map**

Each class has access to a world map that they can refer to throughout their time at school. This will help place new learning in the context of previous learning.

- **Cultural Capital**

We plan termly visits, local and educational, visitors and involvement in the community provide first-hand experiences for the children to enrich, support and develop their learning.

## **Impact**

By the time our geographers leave us in year 6 we want them to have:

- A deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.
- The ability to think critically about geography and communicate confidently to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate geographical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the world around them in relation to geographical concepts, forming and refining questions and lines of enquiry.
- A passion for geography and engagement in learning, which develops their sense of curiosity about the world and their understanding of how and why people use the environment, how the world changes, the effects of climate change on the world in which we live and why and this affects our changing lives.

- A respect for geographical concepts and the ability to make critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including undertaking high-quality research across a range of geography topics.