

## **Geography: Intent, Implementation and Impact (July 2020)**

### **Intent**

Geography encourages a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability. Geography is an area of the curriculum which contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects from science and history to art and design (Scoffman 2017). At Bayford Primary School, through active engagement in primary geography, children are enabled to learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it. We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. The geography curriculum at Bayford Primary School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. Our aim is 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.

### **Implementation**

Geography at Bayford School is taught throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and lessons are planned using our whole school Geography Knowledge and Skills documents. Planned opportunities are given to each year group for children to convey what they know already as well as what they would like to investigate and find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Class teachers assess children's understanding in Geography and this data is analysed to improve the children's learning in Geography.

Cross curricular outcomes in geography are specifically planned for and the local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

## **Impact**

Children are able to review their successes in achieving the lesson objectives and are actively encouraged to identify their own areas of development. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

### **We measure the impact of our curriculum through the following methods:**

- Learning walks and professional dialogue with teachers.
- Accessing children's understanding of topic linked vocabulary before and after the 'knowledge and skills' have been taught.
- Summative assessment based on pupil discussion about their learning/termly data input
- Images and videos of the children's practical learning
- Interviewing pupils about their learning (pupil voice)
- Moderation staff meetings where pupil's books and class portfolios are scrutinised and there is an opportunity for dialogue between teachers to discuss the learning and teaching in their class.