



Curriculum Intent, Implementation, Impact



SUBJECT: Geography
GEOGRAPHY LEADER: Amy Roberts

TEAM: Understanding the World
LEADERS: Amy Roberts & Craig Brindley

Geography Intent:

At Marden Primary Academy, it is our intention that geography is taught half termly in KS2 and in blocks in KS1 and it is designed to ignite pupils' love of learning embedding skills and knowledge for life. Teachers will create cross curricular links giving a meaningful context for the learning. However, teachers make it explicit to children that they are learning geography skills and that they are being 'geographers'.

Geography is important in our school as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. As geographers the children explore the relationship between Earth and its people. It stimulates curiosity and imagination. Wherever possible, we aim to build upon the child's 'Personal Geography' by developing geographical skills, understanding and knowledge through studying places and themes. Our curriculum aims to fulfil the requirements of the National Curriculum for geography by providing a broad and balanced curriculum ensuring the progressive development of knowledge and skills.

Implementation:

Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school. We make great use of the outdoors in delivering our geography curriculum. Each topic covered begins with, and revisits, important vocabulary that children need to have an understanding of to be secure in their geographical understanding. We make links to work in history, English and science when delivering our geography curriculum. Visits to places within and beyond the locality are used to develop children's understanding of the world in which they live. We would love to visit some of the 'far away' places we study through our geography curriculum but have to explore these places using online research and atlases!

We use the following throughout the school:

- A geography progression of skills that is organised into four main themes: Geographic and skills fieldwork; locational knowledge; human and physical; and place knowledge for each year group;
- A 2-year cycle of lessons, which carefully plan for progression and depth with all teaching staff's input;
- Fieldwork allowing pupils to explore their local area;
- Where required, CPD for teachers to ensure their skills and knowledge is developed to teach the skills confidently and accurately;
- Knowledge organisers which outline key knowledge (including vocabulary) all children must master;
- An emphasis on vocabulary to secure knowledge and understanding;
- Retrieval quizzes to embed learning into long term memory;
- An exit point where children demonstrate their understanding of the geographical concept;
- Trips and curriculum enrichment days to enhance the learning experience.



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Impact:

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Coverage is reviewed continually by Class Teachers and Subject Leaders and planning is adjusted accordingly.

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

- **Assessing children's understanding of topic linked vocabulary before and after the unit is taught;**
- **Summative assessment of pupil discussions about their learning;**
- **Images and videos of the children's practical learning;**
- **Interviewing the pupils about their learning (pupil voice);**
- **Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work;**
- **Annual reporting of standards across the curriculum;**
- **Marking of written work in books.**

The subject leader, alongside the curriculum team leaders and senior management team, are responsible for monitoring and evaluating curriculum progress. This is done through planning scrutiny, lesson observations, pupil interviews, staff discussions and audit of resources.