| **Intent, Implementation and Impact for Geography** |
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| **Intent:**  Our aim at Bridgemere CE Primary School is to encourage pupils to develop an appreciation and understanding of the world we live in, using a range of primary and secondary sources. Our Geographers will also be able to explain clearly how these sources give us knowledge and insight about the world, its places and the natural wonders our world displays.  **Our Aims:**   * **develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes** * **understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time** * **are competent in the geographical skills needed to:**    + **collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes**   + **interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)**   + **communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.**   **Our Objectives:**   * Promote spiritual, moral, cultural, mental and physical development of all pupils. Develop high standards of discipline, social awareness and consideration for others. Encourage all children to take responsibility for their actions and choices. * Subject leader has a clear understanding of the Geography national curriculum. The subject leader ensures that all teachers are aware of expectations for their own year groups and know starting and end points; enable pupils to build their knowledge and skills towards the agreed end points. * Ensure that teachers provide progressions and sequential learning throughout the school, where children can build upon previous knowledge. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills. * The subject leader ensures the content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills * Subject lead has ensured colleagues have access to appropriate resources to ensure delivery of a rich and challenging new curriculum. * Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. |
| Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can communicate geographical knowledge and information. Our Geography curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that ‘A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.’  To ensure that pupils develop a secure knowledge that they can build on, our Geography curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Geography will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. Geography will be carefully taught through, location knowledge, plce knowledge, human and physical Geography, and geographical skills and fieldwork.  When covering the Geography stands, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan. Geography is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. The Geography units taught have been developed to help children understand their own location and the different locations within the world we live. |
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| **Implementation:**  All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.  Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.  Consistent learning walls in every classroom provide constant scaffolding for children. Tier three subject specific vocabulary is displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught.  Weekly curriculum quizzes are used to review learning and check that children know more and remember more. These are based on the Kagan research and require children to think deeply. Learning is reviewed also on a termly basis, after a period of forgetting, so that teachers can check whether information has been retained.  Geography assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where Geography objectives have been covered; Target Tracker is used to inform leaders of school improvements or skills that need to be further enhanced. Our Geographers will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding. |
| **Impact:**   * At Bridgemere CE Primary School pupil voice shows that pupils are confident and able to talk about what they have learnt in Geography using subject specific vocabulary. * Pupil voice also demonstrates that pupils enjoy Geography and are able to recall their learning over time. * Pupils work demonstrates that Geography is taught at an age appropriate standard across each year group with opportunities planned for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. * Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards. * The subject lead has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review * The subject lead has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan. |