

Crabtree Farm Primary School

Geography Intent, Implementation and Impact

At Crabtree Farm, our aim is to provide an exciting geography curriculum that gives children the capability to become inquisitive, knowledgeable mini-geographers. By the end of Year 6 our children will be conscious, empathetic individuals who have a clear, meaningful understanding of the human and physical features and processes of our world.

Intent

The main aims of geography teaching at Crabtree Farm are:

- to ensure our children have covered the objectives required to meet the aims of the National Curriculum;
- to enable children to gain a clear knowledge and understanding of the physical and human processes of and places in the world;
- to allow children to learn and use geographical skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and to foster in them an appreciation of what 'global citizenship' means and to increase children's knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to provide fieldwork opportunities both inside and outside of the classroom, which enable pupils to better develop subject knowledge, and gain a range of skills that are difficult to develop in the classroom alone.
- to develop a variety of other key skills, including those of enquiry, problem solving, investigation and how to present their own and group conclusions in the most appropriate way.

Implementation

- Geography is taught in discrete blocks to ensure depth in the geographical knowledge and skills taught.
- Our teachers are provided with a progression map of National Curriculum objectives, alongside planning packs to match up to the topic overview to use as a basis for their planning. They have planning time during PPA to implement this into the planning of their lessons. It is very important that all lessons are planned for clear progression and depth concentrating on the required geographical skills and knowledge for that year group.
- Our curriculum is carefully planned to build on previous knowledge and are geographical topics that we know our children find interesting. Our curriculum ensures that children are progressing in their development of their understanding of geographical concepts and skills.
- The geography curriculum is designed to ensure appropriate diversity in the places that children learn about.

- We use topic knowledge organisers for each topic in order to summarise the key vocabulary, information and skills. It is important that the children use these organisers regularly and can apply their knowledge during lessons.
- Our geographical progression maps which outline the National Curriculum objectives are able to be used across all topics. These show a clear outline of the objectives for each key stage, therefore ensuring the development of geographical knowledge and skills.
- Our teachers are aware of the need of all learns and differentiate activities as appropriate, whilst ensuring an appropriate level of challenge
- We plan a range of trips and expert visits to engage and inspire and make use of our local area.
- We have lots of geographical resources available in school in a resource cupboard for use both in and outside of the classroom during fieldwork.

Impact

It is important that our geography curriculum is of high quality, is well thought out and is planned to demonstrate clear progression, to ensure our children are ready for the next year/key stage of their education.

If children are meeting the curriculum objectives, they are deemed to be making good or better progress.

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

- Assessing children's understanding of topic linked vocabulary before and after each unit is taught.
- Taking images and videos of the children's practical learning and during any fieldtrips.
- Interviewing the pupils about their learning (pupil voice) across EYFS, KS1 and KS2.
- Moderation where pupil's books are scrutinised and there is the opportunity for feedback to be given to teachers and a professional dialogue to take place where necessary.
- Marking of written work in books.
- Classroom observations.