



Geography Curriculum Intent, Implementation and Impact Overview

The intent of our Geography curriculum is to deliver a curriculum which is accessible to all and that will develop the children's curiosity and fascination about the world and its people. As a result of this they will have:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
 - An extensive base of geographical knowledge and vocabulary;
 - Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
 - The ability to reach clear conclusions and explain their findings;
 - Fieldwork skills that allows them to collect, analyse and communicate with a range of data;
 - A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.
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- Develop contextual knowledge of their local area, understanding the unique, physical and human aspects of Henley-on-Thames;
 - To use and interpret a wide range of geographical information.

Sacred Heart School has identified key intentions that drive our Geography curriculum. At Sacred Heart Catholic Primary School our Geography curriculum intentions are:

| Intent | Implementation | Impact |
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| To build a Geography curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in Geography. Children will know more, remember more and understand more. | <ul style="list-style-type: none"> • Knowledge Organisers <p>Each unit of work is supported by a Knowledge Organiser which details the key facts, vocabulary and skills for each unit. This is sent home at the beginning of the unit, allowing children to constantly recap and share their learning.</p> | <p>Children will know more, remember more and understand more about Geography.</p> <ul style="list-style-type: none"> • The large majority of children will achieve age related expectations in Geography. • Children will retain knowledge that is pertinent to Geography with a real life context. |

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| <p>To design a Geography curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum Geography Programmes of study.</p> <p>To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p> | <ul style="list-style-type: none"> • Subject specific vocabulary <p>Identified through knowledge organisers and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes.</p> <ul style="list-style-type: none"> • Big picture and regular review. <p>New Geography learning is put into the context of the big picture of Geography learning throughout school, and a regular review of immediate previous learning in the subject.</p> <ul style="list-style-type: none"> • Provision in EYFS <p>Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World.</p> <p>Areas of provision are enhanced to ensure vocabulary understanding and extension.</p> <p>This records all previous Geography learning and enables children to put new learning in the context of new learning.</p> <ul style="list-style-type: none"> • Books <p>Children will have constant access to a wide variety of subject specific fiction and non-</p> | <ul style="list-style-type: none"> • Children will have an understanding of their local geography and be able to compare this locally, nationally and world wide. • Frequent feedback is given to children about how they are doing and how they can improve throughout the units of work. • Questioning is used both to assess and to advance children's learning. Children are actively involved in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own performance. • We employ a wide range of strategies to encourage connections between subjects, enhance recall, and increase retention of information. • Children's progress is measured against a progression of skills and assessment strands at the end of every themed unit of work. |
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fiction books, available in Geography lessons, other lessons and in the class book area

- Children will access resources to acquire learning through atlases, digital technology, maps and photographs.

- Approaches to teaching

A wide variety of teaching approaches are used in Geography lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work and individual learning in Geography lessons

- Research: Children will be asked to research geographical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Geography.

- Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in Geography so children can apply and embed the skills they have learnt in a purposeful context.

- Cultural Capital - We plan termly visits, and/or enrichment opportunities to provide first-hand experiences for the children to support and develop their learning.

- Progression statements are given for each year group, covering all the expectations of the Programmes of Study. Statements are clearly organised so that teachers can see how pupils are expected to progress through the key stages.
- End of Unit assessments are carried out by class teachers at the end of every unit of work to identify attainment against a specific criteria. These assessments are completed based upon a 'best-fit' approach with judgements made from a range of work activities done throughout the unit and **not** on a single assessment 'test' activity.
- Teachers collate the information they have gathered over the unit to complete a summary sheet.
- The subject co coordinator completes the whole school summaries. This is used to compare significant groups within the school and identify any trends.

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