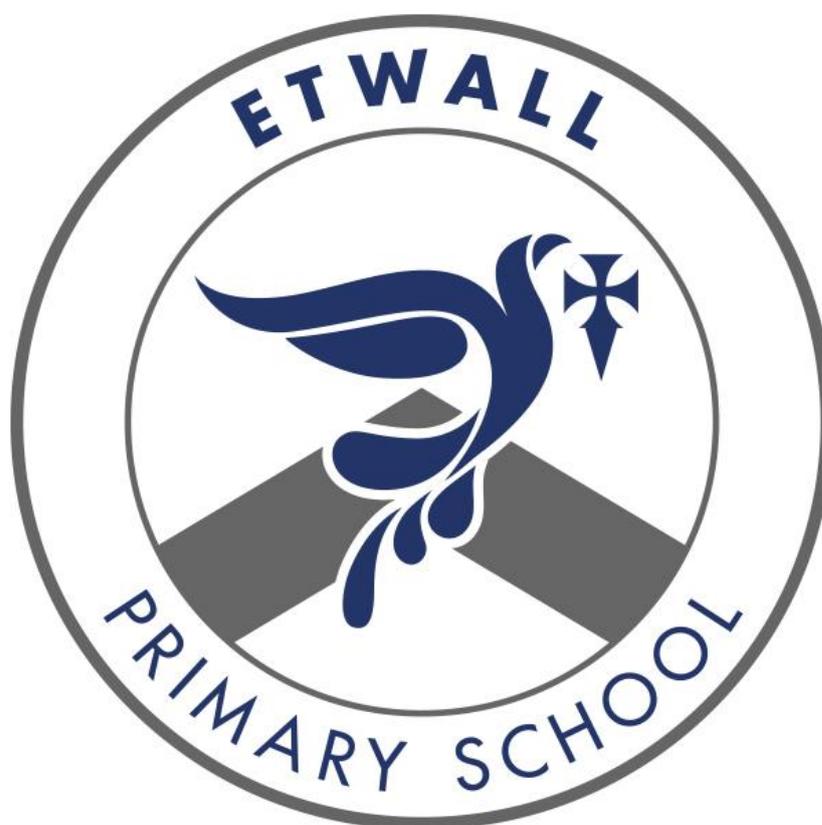


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<b>Author:</b>	Becky Swan		
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# **Geography Intent, Implementation and Impact**

## **Intent**

Geography is by nature an investigative subject that provides the opportunity to provoke thought and discussion about natural and human aspects of the world. At Etwall Primary School, children are encouraged to develop a greater understanding of the world as well as their place in it. The Geography curriculum enables children to develop knowledge and skills that are challenging and progressive. We seek 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. We also aim to enrich 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 through an ambitious series of cross-curricular learning experiences.

## **Implementation**

At Etwall Primary School we passionately believe that all children should have equal access to a broad and balanced curriculum. Geography is taught every other term in KS2 or half term in KS1 within an exciting cross-curricular topic.

Hooks, enrichment activities and extra-curricular opportunities supplement each topic to enable our children to make connections in their learning and to acquire a deeper understanding. We teach that learning occurs everywhere and utilise or outdoor space to enhance the curriculum where possible.

We believe that our school has a responsibility to develop cultural capital and teach our children the skills and knowledge that will enable them to succeed in life therefore opportunities of educational visits, visitor discussions and creative showcases provide rich learning experiences and develop a sense of purpose and independence in the children's learning.

Our Geography curriculum ensure that children are able to learn about a range of cultures around the world from those that may be similar to our own; to cultures that have a range of contrasts. We encourage the children to celebrate these cultures and experience them through our cultural capital programme. Alongside this study of other cultures we also celebrate our own Island and the uniqueness of the United Kingdom and our local area of Etwall. Within the local and broader region children are able to learn about the diverse landscape and how these are formed with some educational visits to enhance and broaden this learning.

## **Impact**

Outcomes linked to the themed work studied showcase the children's broad and balanced understanding of our world's geography. Children are encouraged to celebrate their success; identify their development; ask questions and question findings ensuring that they develop a sense of independent learning life skills.

## **Skills Progression**

Teachers have identified the key knowledge and skills to be taught in each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 for Geography skills progression.

## **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. At Etwall Primary School, we use summative and formative assessment to determine children's understanding of key geographical knowledge and skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, including interactive marking through blue pen questions, where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of specific and measurable learning objectives for each lesson which children and teacher's review against the agreed success criteria.

## **Early Years**

In the Early Years, pupils explore geographical themes and content through the Understanding of the World (UtW) strand of the EYFS curriculum. This involves guiding the children to develop a sense of their physical world, as well as their community, alongside opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters attainment targets.

## **SMSC Development**

Spiritual education in Geography inspires awe and wonder at the natural world and its features such as rivers, mountains, hills, volcanoes and the effect of weather and climate. Moral education in Geography provides opportunities for children to research topics such as deforestation and consider the extent to which these issues arise as a result of human exploitation of the natural world. Social education in Geography involves the study of real people in different societies and allows children the opportunity to make comparisons with their own locality. Cultural education provides opportunities for children to develop a sense of other cultures, their similarities and differences, and to recognise how nations rely upon each other.

## **Diversity**

Through their Geographical learning, children learn about the diversity of the world. Children learn about the diversity of national, regional, religious and ethnic identities; teachers encourage pupils to think about issues, problems and events and to use their imagination to consider other people's experiences.

## **Equal Opportunities**

At Etwall Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

**Inclusion**

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

**Health and Safety**

The curriculum will be delivered in a safe and healthy manner; every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.