

Our Geography Intent, Implementation and Impact

(This document should be read in conjunction with our Geography Curriculum)



Intent

Geography is the study of what places are like and the relationships between people and their environments. Our Geography curriculum explores both the physical properties of the Earth's surface and the human societies spread across it. Children examine how human culture interacts with the natural environment, and the way that locations and places can have an impact on them and other people.

Our curriculum provides opportunities for children to investigate where things are found, why they are there and how they develop and change over time. The local area is fully utilised to make learning meaningful, with opportunities for learning outside the classroom embedded in practice. School trips and fieldwork are provided to give first-hand experiences, enabling children to explore their local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. This helps our children to appreciate all that is on offer in our local community of Blackpool and to have high aspirations for their future.

As part of our Geography curriculum, our children meet a variety of people from a wealth of diverse backgrounds. This supports our wider aim to help all our children learn how to empathise with others.

We use our Geography curriculum to help foster a love of reading. Geography-themed fiction, non-fiction and poetry texts are shared with children regularly as part of lessons and at other times purely to enjoy their rich texts and often stunning illustrations.

For more information about our Geography curriculum intent, please ask to see our detailed lesson planning for each year group.

Implementation

Our Geography curriculum has been designed to help pupils form a geography schema within their long-term memories. It follows a simple model:

- **Breadth of study** – the topics that pupils study
- **Big ideas** – the ‘big ideas’ that pupils explore through every topic. The ‘big ideas’ for Geography are: Investigate Places, Investigate Patterns and Communicate Geographically
- **Milestones** – the goals pupils should reach to show they are meeting the expectations of the curriculum.
- **Knowledge categories** – the facets of each ‘big idea’ that help to strengthen the schema. The knowledge categories for Geography are: Location, Physical Features, Human Features, Diversity, Physical Processes, Human Processes, Techniques.

This ensures that skills and knowledge are built on within and across year groups and enables all our pupils to learn how to ‘think like a geographer’ in readiness for the next stage of their learning.

Impact

Our Geography curriculum is accessible to all and designed to offer an appropriate level of challenge to every child. Individual progress in this subject is tracked and reported to parents and carers at parents evening and on the end of year report.

The intended impact of our Geography curriculum is that children build knowledge, make connections between different knowledge acquired and then use this to analyse information and form their own opinions. When pupils begin working within a new milestone they are likely to be working at a fundamental stage. By the end of the milestone, most pupils will have fluency in procedural knowledge (skills) and strong, semantic understanding. These children are assessed as working at an advancing stage within the milestone. Some pupils will also demonstrate a greater depth of understanding. Their use of procedural knowledge (skills) is automatic and they use their semantic knowledge to make connections that are not obvious. These pupils are assessed as working at a deep stage within the milestone.

We use rigorous monitoring throughout the year to measure the impact of our curriculum design. Senior Leaders and Subject

Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened.