

Intent Implementation Impact



Geography

Intent

At Our Lady and St Rose, we aim to provide a high-quality Geography curriculum to inspire, challenge and engage children to understand more about the world around them. 53% of the children attending our school are pupil premium children, which is well above the national average. We use this as a driving force to widen children's learning opportunities and to give them a broad understanding of Geography including insights into their local area and the skills of a geographer.

In line with the Early Years Teaching Curriculum, the children in Nursery and Reception are exposed to geographical concepts and skills as taught through understanding the world topics. This sets the foundations for high quality learning which initiates their geographical knowledge for their primary experience to grow and develop.

We teach key concepts such as place, space, scale, environment, interconnections and physical and human processes. This will provide our children with opportunities for field work and developing key geographical skills to inspire a love of learning. The intent for geography at St Rose is to deliver the Geography curriculum in an engaging, exciting way, which will help to raise cultural capital and develop connections through people and events in different places and cultures.

Implementation:

To ensure our intentions for Geography at St Rose are met, strategic methods are used for the implementation of Geography into the curriculum.

Our Geography lessons are taught in a block structure which enables the children to obtain a flow of learning and understanding. KS1 to Upper KS2 access their Geographical knowledge through the geography lessons while EYFS access the skills through the Understanding the World topic. The topics have been consciously selected to build progression and development of skills and knowledge from the previous year. At the beginning of each topic and lesson prior knowledge is gathered to discern the children's current understanding or as a reflection of the last lesson's impact. Recall of the subject knowledge is at the centre of the planning and teaching of geography at St Rose. The motto to 'know more and remember more' is implemented through the consistent use of accessible Knowledge Organisers in all lessons and suitable vocabulary implemented into the teaching both physically (working walls) and verbally (teaching of the vocabulary).

Our intention, to cater for all children's learning, including the lowest 20%, disadvantaged and SEND, is ensured through delivery of the content from the class teachers, but careful, meticulous adaptations are made to enhance the learning for these children and to cater to their needs; through adaptations of tasks and supportive, accessible resources including the use of Seesaw to enable the children to record answers orally as well as in a written form.

The cross-curricular links found in our geography curriculum are organically created with connections to the topics taught and implementations to enhance the understanding of knowledge further. The use of the VR headsets allows for a crossover with technology and computing, leading to a deepened understanding of the concepts taught in new experiences and realities. Connections with geography are found in numerous subjects for instance, maths (measurement and spatial sense), reading and writing. The use of the outdoor environment in Forest School and Spade to Fork has allowed for natural links to geography in our local area and wider community surroundings which has coincided with our field trips.

All staff are aware of the expectations for teaching geography and the strategies that should be implemented to enhance the children's learning and CPD is regularly used and offered to deepen this.

The long-term memory and recall of knowledge are a key factor in our geography implementation. The children are given opportunities to enhance their long-term memory through Knowledge Organiser quizzes, multiple choice quizzes, questioning, vocabulary checks and knowledge retrieval activities. These strategies are implemented in each block of teaching which creates a depth and breadth of knowledge that is secured through a consistent flow for the teaching of the block topic.

Impact

The careful construction of the intent and implementation of the geography curriculum can be measured through the impact on the children's learning and retention of knowledge.

Formative and summative assessments take place throughout the teaching of the geography curriculum. We can assess the impact of the planning and teaching through formative assessment with the children. This is evidenced through questioning, retrieval games/exercises, knowledge quizzes and discussions.

These assessments allow us to evaluate the impact of the learning and understanding of the topics in quick and immediate time frames.

This allows for adaptations to the planning to be made by the class teacher and subject lead to enhance the learning further for a beneficial impact. Summative assessment is also used in our end of unit lesson where the children are given an opportunity to recall and portray what they have learnt from the block teaching in an extended write format. The children are provided with an essay style question which informs us of their knowledge recall and level of understanding for the topic. This method

contributes to the evaluation for the impact of the subject knowledge, planning and teaching which allows for further amendments and considerations to be made for future practice to enhance learning to its full potential.

If a topic does not meet the impact and expectations of the intent which can be gathered through observations of misconceptions, staff are aware that topics should not be progressed further, until adaptations can be made to enhance the learning to its highest potential.

Teachers are aware of the children's individual targets, especially that of the disadvantaged, lowest 20% and SEND, which when evaluated with adapted formative and summative assessments builds an understanding of the impact of the curriculum on their learning and recall. The impact of the children's learning and the teaching of the geography curriculum is a constant evaluation therefore, pupil and staff voices take place throughout the academic year to assess the construction of the curriculum. This obtains understanding for improvements needed for the curriculum that can be implemented for high impact in the future teaching of geography.