



GEOGRAPHY

Intent, Implementation and Impact Statement



INTENT

St Andrew's CEVA Primary's Geography scheme of work aims to inspire pupils to become **curious** and **explorative** thinkers with a **diverse knowledge** of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.

St. Andrew's Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National Curriculum.

For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

INTENT

CHRISTIAN ETHOS AND VALUES WITHIN GEOGRAPHY

At St Andrew's School, Geography supports our Christian ethos and the development of the 'ASPIRE' values within our school. This is how they link to Geography:

Independence - children independently applying Geographical skills. Challenging themselves to be curious about the world around them, learning about different places and environments, why they are important to us, how they are changing and how they may develop in the future.

Ambition - Children are encouraged to take risks, to have raised ambitions of what they can do and achieve.

Self-control - Children to be able to control emotions in difficult situations. Learning about different ways of life to their own lives and the emotions involved.

Perseverance- Building resilience and not giving up.

Integrity- Doing the right thing when no-one is watching. Supporting others with collaborative opportunities within the learning of Geographical skills, being reflective and supportive.

Responsibility- Being a model citizen, contributing and understanding all actions have consequences. Understanding the role of a global citizen who realizes the interplay and interdependence of the local and the wider world and who argues for responsible action in day-to-day life.

Empathy- Understanding the views and beliefs of others. Understanding why others choose to live where they do.

In addition to our whole school ethos: *“With God All Things are Possible” - Matthew 19:26.*

IMPLEMENTATION

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- **Locational knowledge**
- Place knowledge
- **Human and physical geography**
- **Geographical skills and fieldwork**

St. Andrew's CEVA Primary's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts.

Our scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

The two EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics.

Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

At our school we teach Geography in Autumn Term 2, Spring Term 2 and Summer Term 2 in order to cover the objectives of the National Curriculum and to ensure the progression and development of skills.

Teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in Geography. Maps are displayed throughout the school and teachers are encouraged to reference these when appropriate during all lessons to help to develop an awareness of the globe

IMPACT

An enquiry-based approach to learning will allow teachers to assess children against the National Curriculum expectations for Geography. The impact of St. Andrew's CEVA Primary's scheme can be constantly monitored through both formative and summative assessment opportunities.

Each lesson includes opportunities for teachers to assess pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

After experiencing Geography at St. Andrew's CEVA Primary, pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The expected impact of following our Geography scheme of work is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Include a paragraph that explains your assessment models (AfL), tracking and evidencing progress processes in Geography.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

The progression of National Curriculum skills and objectives is tracked using Pupil Asset web-site. Each objective/skill is assessed using the Working Towards/ Age Related Expectations/ Greater Depth attainment levels.