**Geography**

**Intent, Implementation and Impact**

**Underpinned by our Curriculum Drivers: Faith and Oracy**

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| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| At St Mary’s Catholic Primary School, we acknowledge learning as a change in the long-term memory. We recognise that in order for this change to take place, repetition is key. We intend to teach Geography in a way which enables children to develop their knowledge and understanding by regularly revisiting the same concepts in each topic. Children will learn to investigate *places:* they will start to understand the geographic location of places and the human features of these.They will investigate *patterns:* exploring the relationships between the physical features of a location and the human activity within it, appreciating how natural resources are used and transported.Children will learn to *communicate* *geographically:* learning to use specific vocabulary and techniques and to read and understand representations such as maps, keys and graphs.We intend for our children to develop the vocabulary necessary to be able to communicate as geographers. With Oracy as our curriculum driver we aim for our children to gain the confidence to speak about the world around them in order to present facts or argue a point of view. The geography curriculum as St Mary’s will enable children to develop knowledge and skills that are transferable to other curriculum areas in addition to those specific to geographical understanding.We aim to provide a Geography curriculum that helps to provoke and provide answers to questions about the natural and human aspects of the world. Geography at St Mary’s will allow children to explore, question and to understand both their local area and the wider world. Key areas for study will be place, environment, physical and human features. We aim to support and encourage the development of a greater understanding and knowledge of the world as well as the place in it. Our children will be taught the vocabulary and terminology necessary in order to talk and write effectively about this subject. We want our children to recognise and understand the impact of human activities on our environment and how the physical environment affects our lives. Our curriculum is embedded with our faith and our commitment to care for our planet is deeply connected to this belief system.   | **Planning:** Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. Teachers follow the Chris Quigley schema. Key concepts are revisited throughout the children’s learning from Milestone 1 in KS1 to Milestone 3 in Years 5 and 6. These concepts are:* Location
* Physical features
* Diversity
* Physical processes
* Human features
* Human processes
* Techniques

At the end of each topic teachers assess the learning through POP (Point of progress) tasks.Cross- curricular links are made with Science, Numeracy, Computing, History and Art, enabling a broader and deeper exploration into the subject. These links are identified on the Year groups’ cross-curricular maps.  **EYFS:** All children in the Foundation Stage will learn early Geography skills such as positional language they practise in their numeracy lessons and from the foundation stage topics Understanding the World where children learn to use their senses to explore the natural world, learn to care for the environment and start to understand there are differences between this country and others.In Reception the children further these skills by looking at maps, finding differences between their local environment or country and that of contrasting. For the Early Learning Goal Understanding the World children will learn to describe their environment through stories, non-fiction texts, observations and discussions and use these to look at different countries. They will also study the changes and patterns taking place around them as the seasons change. | At St Mary’s Catholic Primary School, we expect that by the end of year 6 our children;• Develop a good understanding of their locality and know features of the continents, oceans and climate around the world.• Have the skills to explore, read and draw maps, represent features and undertake field work.• Children develop the vocabulary and enthusiasm to talk about the world and its people with the skills and techniques to present key information.In order for this to happen, the Humanities leader, the Headteacher and the Senior Leadership Team take responsibility for the monitoring of the Geography curriculum and the standards achieved by the children. The Humanities leader will monitor for appropriate pitch and progression at least once every half term.This monitoring takes the form of: 1. lesson observations and feedback; 2. learning walks and pupil voice conversations; 3. a termly look at books; 4. termly data analysis; 5. moderation with other local schools to ensure each school has the same standards.Data is collected termly and reported to SLT. All teachers should identify the pupils who are not making sufficient progress when the data is analysed and subsequently targets are made by highlighting these pupils and focusing on next steps. |