

Intent Implementation & Impact

Geography

Bowes Hutchinson's C of E VA Primary School.

Rationale

- At our small rural school where a good proportion of our children live on farms, some of which are geographically isolated, we intend to inspire all pupils with curiosity and fascination about the world and its people, to look outwards and become life-long learners through the teaching of Geography. We want to engage children in real life experiences by participating in both local and global projects, with opportunities for them to revisit and consolidate their learning so that it will remain with them for the rest of their lives. We want our children to become outward looking, global citizens.

Intent

- The specific intention for each unit of work is defined in the medium-term planning or that unit. Please refer to the medium term planning for more detail where it defines the Progression of Knowledge and Skills for each of the Key Stages including EYFS.
- When teaching and learning, it is our intent to use practical, visual and kinaesthetic teaching methods and approaches. We also intend children to engage in and use technology to advance and enhance their understanding of the subject.
- At the end of the units taught, we intend our children to know more and remember more by having greater specific subject knowledge and its associated vocabulary.
- We intend to provide deliberate thinking opportunities when delivering this subject, through careful planning sequences of lessons, carrying out investigative and open-ended enquires and providing a balanced coverage of the areas taught in both Key Stages.

EYFS

- In EYFS, we want the children of this small rural school to have Geographical based learning through fun, first-hand, balanced and enriched holistic learning experiences, which will address the individual needs and interest of each child.
- Our intent is to provide children with the opportunities to explore and understand their immediate world by; visiting local amenities such as village shops, farms, towns, rivers and forests and build upon this to explore ever widening settings.
- We intend to encourage all children of this school, to become outward looking individuals, to explore and use their experiences to learn about the wider geographical world.

Implementation

- Our small rural school is made up of three Mixed Age Classes.

Class One is Reception, Years 1 and 2. (EYFS and Key Stage One)

Class Two is Years 3 and 4. (Key Stage Two)

Class Three is Years 5 and 6. (Key Stage Two)

- In Key Stage One and Two, children are taught the subject of Geography through the guidance of the National Curriculum 2014 covering **Locational Knowledge**, **Place Knowledge**, **Human and Physical Geography** and **Geographical Skills and Fieldwork**.
- Geography is planned for using our Long Term Curriculum Plans where 'Whole School Themes' are used termly to drive a creative link between subjects. Please refer to our Long Term Curriculum Planning.
- From this, units of work are taught half termly, but with flexibility, so that if there is need to explore units for an extended amount of time, this can be done. We feel by doing this, it provides children with greater opportunities to be immersed in joined up learning giving deeper purpose and meaning to its content.
- Units of work are delivered both practically and visually as well as through recorded written work. Geography is also delivered and steered through the use of English lessons, providing rich opportunities to embed, apply and remember important skills linked within both subjects.
- Since we believe that teaching Geography should equip pupils with knowledge about diverse places, people and resources: pupils will experience and learn about both natural and human environments, together with an understanding of the Earth's key physical and human processes embedded in a language rich curriculum.
- Pupils will interact with other schools across the globe, providing a platform of opportunity for them to engage and interact with other geographical communities around the world. Pupils will also deepen and enrich their understanding, skills and knowledge of their local environment, by carrying out projects in conjunction with organisations such as the AONB.
- Children will be introduced to and expected to use the correct and appropriate geographical vocabulary for their stage of development with appropriate assessments made of their progress and learning throughout the Primary Key Stages.
- As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments.

EYFS

- In EYFS children are taught through the EYFS Areas of Learning which offer opportunities to learn geographical content, for example through **Understanding the World**.
- The whole school themes are used to underpin and link up their learning with the older peers in their class, but planned more at an appropriate and accessible level to meet their individual needs set out in the EYFS Curriculum 2016.
- Those children working at exceeding levels will have learning opportunities which provide greater breadth and depth through identified, planned and enhanced learning areas.

- EYFS Children will learn geographical content through the use of teacher focus and initiated activities balanced out with that of child initiated to independent learning experiences.
- The use of sensory, visual and kinaesthetic approaches will be applied to enhance their learning, which will stem from the child's immediate interest, understanding and knowledge of their own home and immediate surroundings.
- Their learning will be embedded with the use of accurate and rich geographical vocabulary. Opportunities to mark-make, paint, draw, verbalise, write and record their experiences in their learning will be encouraged throughout our EYFS enhanced provision and settings.

FOREST SCHOOLS

Through the use of Forest School, the children in our school will have the additional learning opportunities to apply and reinforce their knowledge and skills of Geography to the outdoor learning environment.

They will be encouraged to use the skills taught indoors, to a range of planned outdoor activities such as; geo-caching, navigational map work, orienteering skills and fieldwork.

WORKING WITH EXTERNAL PROVIDERS

Children will have the learning opportunities to work with organisations such as the North Pennine AONB to develop their geographical understanding and skills of their local and national environments.

Projects which involve looking at rivers, geology and physical environmental features of the local area are used to maximise children's ability to know more and remember more.

Impact

Through the teaching of Geography we want all our children to know more and remember more.

- To ensure this will be achieved, the school will carry out:

Use of formative and an end of year summative assessment

Marking in written books

Questioning children's understanding

Interviewing children- focusing upon the 'pupils voice'

Moderation of work at staff meetings

Annual reporting to parents/carers

EYFS- Through observations, discussions and recordings of children's work, this will be used as a measure of their progress in learning and understanding. This information will be recorded on the child's individual learning profiles.

To ensure each child can achieve good or better levels of progress at the end of each Key Stage, the use of the end point descriptors will be used to indicate the progress of children in Years Two and Six.

Through the teaching and learning of Geography, we want a positive impact on our children in order to

1. Be confident, informed and valued learners through a wide range of enriched and practical experiences which helps them look outwards and beyond their immediate environment.
2. Use and apply their geographical knowledge, understanding and skills in order to explain how and why the Earth's features at different scales are shaped, interconnected and change over time.
3. Use their understanding of the subject and the importance and valuable contributions that they could make as informed global citizens which will impact and shape their future.