

Geography Intent, Implementation, Impact statement

Geography National Curriculum 2014

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. 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 of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:
 - ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography Intent

Our curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to fly high and to reach their full potential, within the love of Jesus.

The Geography curriculum at Newton Solney has been designed for all children with these goals in mind:

- To instil a fascination in local and global environments.
- To inspire our students to respect and appreciate the diversity and interconnectivity of our world and its citizens.
- To understand the relationship between physical and human processes.
- To encourage and promote sustainability and for pupils to know their part in it.
- To develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.
- To develop an awareness of our local area and beyond.

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- To inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

The curriculum has been designed with:

- A flexibility that can reflect, and respond to, the needs and passions of our school communities.
- An open structure to allow new perspectives and latest research to be easily incorporated.

Implementation

At Newton Solney Geography is taught within cross curriculum topics based on a book in KS1 and within child orientated topics in Reception. This ensures children's interests and the same standards across all written work. Knowledge builds progressively from Reception to Year 1 to Year 2 with knowledge reviewed and consolidated. Tasks are selected and designed to provide appropriate challenge for all learners, in line with the school's commitment to inclusion. Cross curricular outcomes in Geography are specifically planned for, with strong links between Geography and Literacy lessons. The local area and Forest School is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes in topic and literacy books, evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural learning is supported and developed.