



Geography- Intent, Implementation and Impact

Intent

At Pottery Primary School we believe that Geography enables children to investigate the world around them, as well as understand their place in it. Therefore, we ensure our curriculum is inclusive and enables all children to have the opportunities to develop an awareness and care for their world and its people. Our geography curriculum is designed to allow our children to develop knowledge and skills that are transferable to other curriculum areas; well-rounded learning and development. We aim to provide a curriculum that promotes our children to be curious about the world they live in, with a fascination and appreciation for diverse places, people, human and physical features around us, as well as the Earth's key process. that will remain with them for the rest of their lives. The curriculum is designed to develop knowledge and skills that are progressive, expanding outwards from locality to global with comparisons and contrasts made. We aim to facilitate our children to become more inquisitive, resilient, independent and challenging thinkers with skills that are transferable, and will stay with them for the rest of their lives.

Implementation

Geography is taught through specific geography lessons within each topic so that children can achieve depth in their learning in each subject area, but where all foundation subjects contribute to in depth and well-rounded learning of their current topic. The key knowledge and skills for each year have been identified and effectively planned into our topics with careful consideration to the progression across the school. At the beginning of each topic, children are able to discuss what they know already enabling us to take account of children's different starting points and ensure lessons are relevant. At Pottery Primary we prioritise communication skills, therefore each lesson children are taught to use subject specific vocabulary to encourage our children to speak knowledgeably and passionately in this subject. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Throughout each key stage we have designed a progressive curriculum to teach new concepts but have ensured frequent opportunities to revisit their learning to enable the children to know more and remember more. Cross curricular outcomes in geography are made, with strong links between geography and literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes are visible within topic and literacy books, as well as display boards. At the end of each lesson and beginning of the next children demonstrate the knowledge they have retained and gaps/targets are identified. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they build upon their knowledge, skills and vocabulary to develop deep understanding and appreciation of their local area and its place within the wider geographical context. We endeavour to provide many practical real-life experiences through school trips and fieldwork and by doing this we hope to develop the children's confidence and independence as well as team work skills.