**Sherdley Primary School**

Our Intent, Implementation and Impact statement for Geography

Geography Intent

Our intent for teaching Geography is to inspire our children with a curiosity, fascination and appreciation of the world around them. It will equip them with knowledge and understanding about places and people, natural, human and physical geography within their local community, Britain and the wider world. Sherdley Primary School’s bespoke geography curriculum has been designed to cover all the skills, knowledge and understanding set out in the National Curriculum and Development Matters for children in EYFS. It builds upon this by integrating a focus on the local environment to develop the children’s geography skills using maps, globes, photographs, digital tools, fieldwork and experiences – both inside and outside of the classroom - to identify where in the world they live and go to school.

Geography Implementation

The Geography curriculum is led by an experienced member of staff who has held the position of subject coordinator since September 2021. The geography curriculum map, progression map and AREs (age-related expectations) were produced by the school’s leadership team and the geography coordinator has updated and reviewed these documents. In addition to this, they are responsible for monitoring the standard of children’s work and ensuring curriculum coverage across the school. The geography coordinator has provided support for teaching colleagues through informing staff about current developments within geography teaching and learning after attending cluster meetings with other schools in the local authority and updating of knowledge organisers. Subject coordinator time is provided for the geography coordinator to ensure resources are kept up to date, to monitor the subject across the school and to provide subject feedback to SLT and governors as appropriate.

The teaching and learning of geography is carried out in blocked timetables for at least one week per term. This enables the children to revisit prior knowledge, introduce subject-specific vocabulary, make connections and to develop and integrate new knowledge and skills in activities over a short space of time to aid knowledge retention. Knowledge organisers are used to support the learning of places and people, resources in the environment, physical and human processes, formation and use of landscapes.

Educational visits are a key part of our geography curriculum and we encourage all year groups to seek opportunities to plan additional geography learning outside the classroom which is related to their current topic. Our children have explored sites within their local community as well as visited places in the wider local area to develop their understanding of geographical information linked with other subjects such as history. Each year, children take part in a local geography unit, where children learn about their local area and why it is important to know about it. It enables them to be aware of the impact changes can change to their local environment as well as how and why things change.

Geography is assessed at the end of each term by the class teacher using AREs, which indicate how the child’s learning is progressing throughout and between year groups in order to address this accordingly. Key vocabulary is also used as an assessment tool to inform teachers of how well children have retained knowledge after a geography unit has been taught.

Geography Impact

Through pupil voice interviews, the children at Sherdley Primary have shown a strong retrieval of information they have been taught in geography lessons. They understand what geography is and closely link this with maps, places, the world and even climates. The children take pride in the work they produce during geography lessons, which demonstrates the knowledge, skills and vocabulary they have learned.

The school’s most recent assessment data (end of academic year 2020/21) shows that at least 70% of children in each year group from Year 2-6 are achieving the age-related expectations in their geography learning.