



GEOGRAPHY CURRICULUM INTENT, IMPLEMENTATION & IMPACT

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills





GEOGRAPHY CURRICULUM INTENT

It is our intention that all children will experience a high quality geography curriculum which inspires a growing knowledge, curiosity and fascination about the world and its people, so that they become children who:

Have a growing awareness of global issues, and the confidence to work towards an increasingly compassionate and sustainable future	Learn with others; communicating effectively using appropriate geographical vocabulary	Learn from and connect with others through carefully selected resources which challenge stereotypes	Are competent in interpreting a range of geographical sources, including a range of maps
Recognise the role they play as active citizens and courageous advocates in the local, national and global community	Deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments	Use and apply their geographical skills to collect (including through fieldwork), analyse and communicate with a range of data	Acquire geographical knowledge, understanding and skills, through studying local places, the UK and other countries

GEOGRAPHY CURRICULUM IMPLEMENTATION

We design our Geography curriculum so that it reflects our individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our Geography curriculum intent.

Learning will be planned and delivered through:	Geography Vision Statement which outlines the Geography intent, implementation and impact and identifies our chosen approaches and resources	Geography Overview which identifies when planned units of work should be taught across the school	A Progression of Skills document for Geography, identifying key knowledge and skills in a carefully planned sequence	Medium Term Plans with well-sequenced learning journeys carefully matched to clear learning objectives	Rich, memorable learning experiences with engaging hooks, carefully planned fieldwork, enrichment and purposeful outcomes	Quality First Teaching (QFT) with appropriate challenge and support	
Learning will be organised through:	Early Years Foundation Stage (EYFS)						
	Understanding the World						
	National Curriculum (Years 1 to 6)						
	Geography Subject Content						
	Locational Knowledge	Place Knowledge	Human Geography	Physical Geography		Fieldwork	
	Geographical Skills						
	Use maps, atlases & globes	Use compass directions	Use locational & directional language	Use aerial photographs and plan perspectives	Devise a simple map	Use sketch maps, plans, graphs and digital technology	Observe, measure, record and present human & physical features
School specific components reflect the context of our school:	Global Education Including the 'Global Neighbours' resource: encouraging a deeper understanding of global injustice and equipping children to become courageous advocates for change   Global Dimension		Outdoor Education including Hampshire Trailblazers: Discover, Explore, Care 		Plan Bee Resource to support some medium term planning 		
	and the 'Global Dimension' resource: a global learning platform – 'The World in your classroom'						

Digimaps

An online mapping service to support the teaching of Geography

Digimap for Schools

GEOGRAPHY CURRICULUM IMPACT

We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes as outlined in our curriculum intent. These include:

EYFS outcomes

Foundation Subject Assessment Sheets

Book Looks

External validation and inspection reports

Governor monitoring evidence

Learning Walks

Pupil Conferencing

Other anecdotal evidence