

Geography – Intent, Implementation, Impact

Intent

At Sutton on the Forest Primary School we believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Our geography curriculum seeks to:

- Inspire a life-long curiosity and fascination about the world and its people.
- Promote understanding of diverse places, people, environments and resources.
- Promote a deep understanding of the Earth's key physical and human processes.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Sutton on the Forest enables children to develop knowledge and skills that are transferable to other curriculum areas and which are used to promote their spiritual, moral, social and cultural development. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about, for example, deforestation or renewable energy. We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

The curriculum has been carefully designed to develop knowledge and skills that are progressive year upon year and build upon prior learning. To ensure that pupils develop a secure knowledge that they can build on, our geography curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Locational knowledge; place knowledge; human and physical geography; skills and fieldwork and key vocabulary are all mapped out to ensure that pupils build on secure prior knowledge. Geography is delivered through subject specific teaching organised into blocks. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

Implementation

Geography at Sutton on the Forest is taught in blocks throughout the year so that children can achieve depth in their learning. Our long and medium terms plans identify the key knowledge and skills for each geography unit and consideration has been given to ensure progression throughout topics for every year group across the school.

At the beginning of a geography unit teachers start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

We support learning with trips to inspire our children and widen their cultural experiences. Teachers are also encouraged to use a range of resources such as videos, photographs and newspaper articles during lessons to help create immersive learning experiences.

Learning walls are displayed as a road map in each classroom to display children's learning journey and their sequence of learning over time. The road map provides a scaffold for children and helps them to recall their learning over time.

Geography assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where



geography objectives have been covered; an objective tracker is completed to inform teachers and school leaders of possible areas for development.

Impact

At Sutton on the Forest pupil voice shows that pupils are confident and able to talk about what they have learnt in geography using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy geography and are able to recall their learning over time. Pupils work demonstrates that geography is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.