

Subject Leader Curriculum Intent, Implementation and Impact Overview

Subject: Geography		Subject Leader: Vikki Scott	
Intent	Research link	Implementation	Impact
<ul style="list-style-type: none"> To build a geographical curriculum that develops learning and results in the acquisition of knowledge of their world around them so that they know more, remember more and understand more. <p>This is through the use of:</p> <ul style="list-style-type: none"> -planning with the National Curriculum -progression grid -subject specific content -appropriate connections to other curriculum areas 	<p>Education Endowment Fund research indicates that by identifying key learning styles of children will underpin the individual's style of preferred learning. The theory is that learning will therefore be more effective or more efficient if pupils are taught using the specific style or approach that has been identified as their learning style. A successful approach will allow children to make an additional two month's progress.</p>	<ul style="list-style-type: none"> Knowledge Organisers and Knowledge Walls <i>Children have access to key language and meanings in order to understand and readily apply to their written, mathematical and verbal communication of their skills, in a purposeful context. This promotes connections to be made across all foundation subjects where applicable.</i> Key Vocabulary <i>The promotion of a language rich Geography curriculum is essential to the successful acquisition of knowledge and understanding in Geography.</i> Independent learning: <i>In Geography children are encouraged to enquire about their topic of interest and develop their independence when locating places, describing places and exploring the outdoors.</i> Children will access resources to acquire learning through atlases, text books, maps, digital technology and photographs. <i>Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.</i> Enhancement – <i>In order to enhance the curriculum for geography children access the local area at least once a term; by making connections through all the different curriculum areas and have access to a local map. With this map they navigate and apply their geographical skills when accessing the local area.</i> Educational Visits to enhance their cultural capital <i>Where applicable links to geography will be made to develop the children's topical learning.</i> 	<ul style="list-style-type: none"> Children will achieve age related expectations in Geography at the end of their cohort year. Children will retain knowledge that is pertinent to geography with a real life context. Children will understand how geography 'happens' in their local area. Children will have a good understanding about the world around them and how it has been shaped. Children will know more, remember more and understand more. The pupil voice will represent an understanding of what geography is and how they have applied this learning in a given context as part of a highlight task.
<p>To build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.</p>	<p>The Council for Learning Outside the Classroom indicates that good quality learning outside the classroom adds significant value to young people's learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills. Effective learning outside the classroom relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people.</p>	<ul style="list-style-type: none"> Outdoor Learning opportunities with the curriculum <i>Teaching and Learning should plan for outdoor learning opportunities within geography lessons termly. This may be using the school grounds, local area or wider community to apply and explore their subject specific task.</i> Children will access their local environment to get a hands on experience in their learning. <i>This may not be geography led but is an expectation that all pupils visit their local area at least once a term. Children will become more aware of their local environment and as they progress through their geographical education and use a map specific for their areas of enquiry.</i> Educational Visits to enhance their cultural capital <i>Where applicable links to geography will be made to develop the children's topical learning.</i> Forest School Link <i>All children will access Forest School learning from a trained teacher in school.</i> British Values and PSHE <i>Children will learn and revisit the importance of our world and how it should be treated through a range of cultural capital activities and experiences. .</i> 	<ul style="list-style-type: none"> Children will achieve age related expectations in Geography at the end of their cohort year. Children will retain knowledge that is pertinent to geography with a real life context. Children will understand how geography 'happens' in their local area. Children will begin to understand their wider world and the implications that we as citizens have on it. Children will work collaboratively to solve problems and explain

	<p>Education Endowment Fund research indicates that by developing collaborative learning experiences with a high level of challenge, problem solving, reflection and discussions will enhance the ability of children to use the outdoors to conduct enquiry based learning. A successful approach will allow children to make an additional four month's progress.</p>		<p>the processes that they have taken/observed within a real life context.</p> <ul style="list-style-type: none"> Children will act as good citizens within their local community.
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In Geography, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Geography, the following approaches will be used, and be evident in lesson observation, pupil voice and, when appropriate, children's curriculum books, in order to ensure that the Geographical learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their geographical experiences in school:

<p>Teaching Sequence in Geography. Every year group's unit of work should include:</p>	<p>(Geographical Enquiry) When introducing a new topic in Geography pupils should have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge.</p> <ul style="list-style-type: none"> Where is this place? What is it like? (And why?) How and why is it changing? How does this place compare with other places? How and why are places connected? 	<p>Possible pedagogical approaches used in Geography:</p>	<p>Behaviourism</p>	<p>Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.</p>
	<p>(Locational Skills) Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.</p>		<p>Constructivism</p>	<p>Enquiry-based learning</p>
	<p>(Vocabulary – human and physical features to be included) Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their knowledge organisers and knowledge walls within the classroom.</p>		<p>Social Constructivism</p>	<p>Teacher modelling; questioning; mix of individual, paired and group instruction</p>
	<p>(Application-outdoor learning) Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning.</p>		<p>Liberationism</p>	<p>Pupil-led learning; opportunities to showcase learning</p>
	<p>Apply their knowledge from their topic to the world around them locally and globally.</p> <p>What could/should the world be like in the future?</p> <p>What can we do to influence change?</p> <p><i>These connections can be made across other subject areas (history/PSHE/science)</i></p>		<p>Learning, working and talking like a geographer</p>	<p>Being introduced to the key vocabulary that a Geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils 'talking' like a geographer.</p>



'Working and growing together'