

Geography

Intent, Implementation & Impact



Intent

At North Kidlington school, we are dedicated to supporting and enriching our children's natural curiosity and fascination with the world around them. We also aim to educate our learners to become socially and environmentally conscious global citizens. We have a duty to open our pupils' eyes to the physical and human processes and environments of the Earth and the role that humans play within it. Through a broad, balanced and sequential curriculum, we provide meaningful and exciting opportunities for the children to develop their knowledge, skills and understanding of the human and physical geographical landscapes that they see within their local area and further afield. We aim to excite and creatively inspire the children to think critically about their world and the diverse "places, people, resources and natural and human environments" (NC 2014)

Implementation

As a school, we follow both the National Curriculum and our own detailed progression of skills development documents to ensure comprehensive coverage of objectives. Other ways that we develop deep knowledge, understanding and skills is through:

- **Sequential:** Our teaching of geographical processes and core knowledge progresses from the Reception year through to year 6, ensuring children build upon geographical skills and acquire a deep understanding of core knowledge and processes.
- **Ambitious** – children are encouraged to do their best and to take the lead when investigating new ideas and concepts. Correct terminology and vocabulary is used to stretch children's understanding.
- **Local knowledge** – We use the children's local knowledge to support and extend their learning in class. We reach out to members of the local community to deepen our understanding of the local geographical area.
- **Global citizenship** - Opportunities for children to recognise that they are part of a global community joined together by issues which affect them all and how their experiences often differ from others.
- **Creative, practical and problem-solving** – Geography lessons are active and creative providing opportunities for hands-on learning. Children are encouraged to draw on skills from across the curriculum to enhance their work.
- **Fieldwork** – We plan real-world learning opportunities for data collection, analysis and presentation within our own locality and further afield.
- **Cross curricular** – We continually search for meaningful opportunities to revisit key geographical skills and knowledge in other curriculum areas, connecting learning and embedding these skills.
- **Use of technology** – The children regularly use Chromebooks and iPads in their classrooms to research, organise and present their geographical learning.
- **Well resourced** – We are continually adding to our stock of appropriate high-quality resources which ensures that we can meet the needs of the geography curriculum within all our units of work.

	SEND	Disadvantaged
	We make learning in Geography fully inclusive for all children. Although SEND children will be given the same opportunities as all other learners, they may need extra support, scaffolding or prompts to access the Geography curriculum. Examples include: • explicitly teaching geographical vocabulary that may be particularly challenging for SEND pupils and using memory aids, word banks and sentence frames to support this • providing alternatives to written recording such as making models, drawing, card sorting, word processing, taking digital images or film using Chromebooks and ipads.	High quality teaching ensures that all children have access to rich and varied opportunities in Geography regardless of their socio-economic background. Field trips are carefully planned to ensure that they can explore a range of physical environments both in their locality and further afield. These trips are subsidised for our disadvantaged children.

Impact	Pupils are active and questioning in geography and have secured the key knowledge and skills as directed by the National Curriculum. At NKS, we use a three-tiered approach to monitor the impact: 1. Assessment is used to shape future learning, both for the individual child and for future cohorts. In geography we use the following assessment methods: live assessments; mid and end point quizzes/assessments; discussions; practical tasks; rubrics; targeted questioning; 'book-looks'; KWL grids and investigations. All assessment is purposeful and should not create an onerous workload for teachers. 2. Regular pupil progress meetings, structured conversations, parents evenings, SEN reviews and pupil voice ensure there is parity for all groups of pupils. 3. Information is verified through oversight by Subject Cluster Groups, school leadership and the governing board.
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