



## Geography Curriculum Statement

### Intent, Implementation & Impact

<p style="text-align: center;"><b>Intent</b></p> <p style="text-align: center;"><i>Why are we doing what we do, what are we trying to achieve?</i> Curriculum design &amp; coverage- knowledge and understanding</p>	<p style="text-align: center;"><b>Implementation</b></p> <p style="text-align: center;"><i>What will this look like in the classroom and around school?</i> Curriculum delivery- teaching assessment and feedback</p>	<p style="text-align: center;"><b>Impact</b></p> <p style="text-align: center;"><i>What do we hope will be the impact of our curriculum and how will we measure it?</i> Attainment and progress</p>
<p>At Royton Hall, our aim is for all pupils to engage in knowledge-rich geographical enquiry, developing a strong understanding of their locality and the wider world that will remain with them for the rest of their lives.</p> <p>The subject leader will support class teachers in the planning and delivery of the National Curriculum expectations for geography by:</p> <ul style="list-style-type: none"> <li>Ensuring that a progressive whole school geography curriculum is in place</li> <li>Providing subject knowledge/planning support when needed</li> <li>Securing the availability of high quality geography resources</li> </ul>	<p>Geography teaching focuses on enabling children to ‘think as geographers’.</p> <p>At Royton Hall, geography is taught in ‘blocks’ of learning throughout the year. Teachers plan lessons for their class using the Royton Hall Progression in Geography document. This document ensures the curriculum is fully covered and the skills/knowledge taught are progressive from year group to year group.</p> <p>Our subject leader:</p> <ul style="list-style-type: none"> <li>Shares best practice and feedback monitoring with staff termly</li> <li>Keeps staff informed with research and developments in primary geography</li> </ul>	<p>Children will be confident geographers. They will have a strong sense of ‘place’ beginning with an understanding of their locality and progressing to a wider understanding of the world around them. They will demonstrate a secure understanding of geographical concepts and have the ability to apply geographical knowledge and skills within a variety of contexts.</p> <p>Children will have knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. They will have the ability to relate their understanding of the world to their own lives and acquire a responsible attitude to global and environmental issues.</p>

<ul style="list-style-type: none"> <li>• Ensuring lesson planning includes progressive geographical questioning and vocabulary</li> <li>• Developing appropriate teaching resources that support the retention of key knowledge over time</li> <li>• Establishing a robust assessment system for geography</li> </ul> <p>Class teachers will fulfil the requirements of the National Curriculum for Geography by:</p> <ul style="list-style-type: none"> <li>• Delivering a broad, balanced and differentiated curriculum</li> <li>• Ensuring lesson planning is progressive and develops geographical concepts, knowledge and skills building on previous learning</li> <li>• Enabling children to ‘think like geographers’ and promote a love of geography</li> </ul> <p>Children will learn through enquiry, developing a curiosity and fascination for the world and its people. They will:</p> <ul style="list-style-type: none"> <li>• Acquire geographical knowledge: Learn about locations and places both locally and around the world.</li> <li>• Become questioners and enquirers: Compare and contrast their lives with those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Supports class teachers to plan for progression</li> <li>• Supports class teachers to provide children with opportunities to regular revisit previous learning, ensuring the retention of key knowledge</li> <li>• Ensures a robust method of assessment is in place and that this informs future planning</li> </ul> <p>Our class teachers:</p> <ul style="list-style-type: none"> <li>• Ensure children know the location of the world’s continents, countries, cities, seas and oceans</li> <li>• Develop in children the skills of interpreting and communicating a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• Help children understand how the human and physical features of a place shapes it location and can change over time</li> <li>• Plan opportunities for children to compare, contrast, analyse and interpret a rich variety of geographical ideas and concepts</li> <li>• Begin all geography lessons with a review of both previous and current learning to support the retention of key knowledge</li> </ul>	<p>Children will have a deep understanding of geographical processes. They will be competent in the geographical skills needed to collect and analyse data, and demonstrate the ability to communicate their findings in a variety of ways. They will have the confidence to ‘talk like geographers’ and use appropriate vocabulary to demonstrate this.</p> <p>Children will demonstrate the ability to recall key knowledge over time, developing their knowledge of the world and its people as they progress through school.</p> <p>Our subject leader will:</p> <ul style="list-style-type: none"> <li>• Conduct termly interviews with pupils to ensure progression of understanding and acquisition/use of appropriate geographical vocabulary</li> <li>• Engage in ‘learning walks’ to monitor the quality of displays/learning environments and high quality teaching</li> <li>• Complete work/book scrutiny to ensure lesson content is appropriate, engaging, progressive and consistent</li> <li>• Conduct ‘pupil voice’ to monitor retention of key knowledge</li> <li>• Analyse assessment data to ensure pupil outcomes are at age related expectations</li> </ul>
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<ul style="list-style-type: none"> <li>• Become observers: Examine both physical and human geographical processes</li> <li>• Become explorers: Gain first-hand experience through field studies</li> <li>• Become researchers: Develop geographical skills through experiential learning/visits</li> </ul>	<ul style="list-style-type: none"> <li>• Bookmark blocked learning with 'Show What You Know' knowledge maps to evidence progression</li> <li>• Teach language-rich geography including appropriate subject-specific vocabulary in all lessons</li> </ul> <p>Our children:</p> <ul style="list-style-type: none"> <li>• Are engaged in lessons where they feel empowered by enquiry led learning</li> <li>• Learn in a safe environment where they have the confidence to take risks and ask/explore challenging questions</li> <li>• Are encouraged to take ownership of their learning and overcome challenges</li> <li>• Acquire knowledge, skills and vocabulary to 'think like a geographer'</li> <li>• Engage in knowledge/vocabulary rich discussions about global issues</li> <li>• Demonstrate confidence in their work and present their understanding in a variety of ways</li> <li>• Develop geographical skills by exploring their locality through planned field trips</li> <li>• Investigate and analyse a variety of geographical resources</li> <li>• Engage in geographical research and enquiry through planned environmental visits</li> </ul> <p>Our classrooms and school environment:</p>	<p>Our class teachers will:</p> <ul style="list-style-type: none"> <li>• Demonstrate confidence in the planning and teaching of geography</li> <li>• Know how to use resources effectively to enhance teaching and inspire learning</li> <li>• Demonstrate consistency in the use of 'Show What You Know'/'Sticky Knowledge resources from topic to topic and year group to year group</li> <li>• Measure the impact of teaching through analysis of 'Show What You Know' knowledge maps used at the beginning and end of each block of learning</li> <li>• Use Year Group assessments to ensure children are working at least at age related expectations and use this in turn to inform future planning/teaching</li> </ul>
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