

Geography Intent, Implementation and Impact

Purpose & Pride	Through high quality teaching, our children will have an excellent knowledge of where places are and what they are like, in Gloucester, Britain and the wider world; a comprehensive understanding of the ways in which places are interdependent and interconnected and an extensive base of geographical knowledge and vocabulary. Our children will be proud of the world they live in and strive to protect it in any way they can.
Respect	Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research, to enable them to gain a greater understanding and respect for the world and their place in it. The curriculum is designed to ensure that teaching equips pupils with the knowledge and understanding of diverse places, people and environments. We intend to provide opportunities for pupils to develop their understanding and resolving issues about the environment; respecting and caring for their local community.
Enjoyment	Our children will have a genuine interest in geography and real sense of curiosity about the world and the people who live in it which will remain with them for the rest of their lives, equipping them well for further education and beyond. We want our children to thoroughly enjoy learning about Geography, therefore encouraging them to undertake new life experiences, now and in the future.
Achieve & Aspire	Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum. Geography education should be fully inclusive to every child ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.
Community	We are committed to providing children with opportunities to investigate and make enquires about their local area of Gloucester, so that they can develop a real sense of who they are, their heritage and what makes our locality are unique and special. They develop a greater understanding of their community and the world, as well as their place in it.
Health & Well-being	The Geography curriculum at Coney Hill Community Primary enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

Implementation

Big Picture

- High quality planning and teaching, using our progressive curriculum unit maps which cover the National Curriculum for Geography.
- Skills and knowledge are delivered through a Geography led theme for a whole term and are also taught discretely or alongside other themes, where best appropriate.
- Learning should be active and inquisitive, using reasoning skills
- Opportunities for active learning (KIP (knowledge is power) starters, investigations, research, carousels, real life experience, visual literacy, drama etc.)
- We use the term Geography, when we are teaching Geography lessons.
- Learning is mapped out through the year group curriculum maps, which ensure careful sequencing of lessons and clear progression throughout Key Stage 1 and Key Stage 2.
- Teachers map out the learning through a "Mapping of Key Skills" document and via a medium term plan.
- Cross-curricular links are used wherever possible, including Literacy, Reading and computing.
- With our "P" for purpose, our children begin their theme learning with a "Hook" and end with a planned "outcome" – often this is an off-site visit or visitor into school – enhancing the cultural capital.
- Mini plenaries will be used throughout lessons to gain pupil voice and understanding, in order to shape lessons.
- SK (skills and knowledge) grid will be used for lessons/series of lessons to highlight and evaluate the skills and knowledge taught. This will then inform our impact assessment.
- Geography is also covered in other areas of our curriculum, such as: whole school theme weeks, house events.
- Reactive Geography: developing knowledge and awareness of the world around them, setting them up to be responsible global citizens, we will keep children up to date with major Geographical world events.
- Cultural capital: Wherever possible we will take our children out to see the world – rivers, woods, living rainforests, water treatment plants etc.; and have specialist visitors in.
- As part of the "Achieve & Aspire" in our PREACH curriculum, significant geographers will be introduced to the children where appropriate in order to inspire them for the future.

Our Learners

- We aim to cultivate independent thinkers; they use enquiry based learning through HOT (higher order thinking) questions, POP quizzes, knowledge organisers and "rapid recall time" at the start of each theme/lesson.
- Learning is inclusive; lessons are carefully scaffolded and deepened appropriately by task, as well as by outcome
- Learning is enhanced through primary and secondary sources (maps, globes, atlases, digital technologies etc), as well as through use of our local area, field work and educational visits.

Learning Environment

During a Geography led theme, the classroom environment will be rich in evidence of this:

- Progressive, key vocabulary will be displayed and referred to
- Learning journeys showing key questions will be displayed
- Classroom doors and theme corners will reflect the theme
- Knowledge organisers will be used in theme books and referred to throughout lessons

Home Learning

- Pupils are given a home learning map with a series of challenges/tasks linked to the theme. They can bring evidence of their completion in weekly.

Impact

The Hiller Geographer is engaged, resilient and curious of the world around them. They have an understanding of their place in their city, country, United Kingdom and wider world and the impact that their actions can have on their environment.

Assessment is teacher based and formed using double page spread assessment tasks at the end of units and informal strategies – higher order thinking questions, verbal/written outcomes in marking, 10 in 10 daily curriculum quizzes and KIP quizzes at the start of each lesson to recap and recall previous learning.

Coverage and attainment in line with our progressive Graduate document, across classes, and is closely monitored by the subject leader and fed back to senior leadership team. Monitoring will include: regular book looks, learning walks, gathering evidence of good practice, pupil voice interviews and regular learning walks.

The findings of this monitoring will be used to inform next steps for the children and the implementation of Geography across the school as a whole.