



Geography Curriculum Intent, Implementation and Impact Overview

It is our intent at Beverley St Nicholas Primary to deliver a *Geography* curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with 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. By revisiting these areas of learning regularly children will remember more, know more and understand more. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

We have identified the key intentions that drive our *Geography* Curriculum. At Beverley St Nicholas our *Geography* curriculum intentions are:

| Intent | Research Link | Implementation | Impact |
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| 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. This is through the use of: -planning with the National Curriculum - progression grid - subject specific | 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 | Ongoing Working Walls ensure children have access to key language and meanings. The children will understand this information and readily apply it to their written, mathematical and verbal communication of their skills, in a purposeful context. This promotes connections to be made | <ul style="list-style-type: none"> • Children will achieve age related expectations in <i>Geography</i> 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. |

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| <p>content - appropriate connections to other curriculum areas</p> | <p>identified as their learning style. A successful approach will allow children to make an additional two month's progress.</p> | <p>across all foundation subjects where applicable.</p> <ul style="list-style-type: none"> • Key Vocabulary: The promotion of a language rich Geography curriculum is essential to the successful acquisition of knowledge and understanding in Geography. • Independent learning: 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. • Resources: Children will access resources to acquire learning through atlases, text books, maps, digital technology and photographs. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning. • Enhancement: 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 | <ul style="list-style-type: none"> • 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 |
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| | | <p>their geographical skills when accessing the local area.</p> <ul style="list-style-type: none"> • Educational Visits will enhance their cultural understanding. <p>Where applicable links to geography will be made to develop the children's topical learning.</p> | |
| <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> <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</p> | <p>Outdoor Learning opportunities: Curriculum Teaching and Learning should plan for outdoor active 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.</p> <p>Children will access their local environment to get a hands on experience in their learning. 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.</p> <ul style="list-style-type: none"> • Educational Visits: these will enhance their cultural understanding. Where applicable links to geography will be made to | <p>Children will achieve age related expectations in Geography at the end of their cohort year.</p> <ul style="list-style-type: none"> • 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 the processes that they have taken/observed within a real life context. • Children will act as good citizens within their local community. • Children will develop aspirations towards careers based on Geography. They will have an understanding of the types of Geography based jobs |

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| | <p>children to make an additional four month's progress.</p> | <p>develop the children's topical learning.</p> <ul style="list-style-type: none"> • British Values and PSHE: 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. • Aspirations: Pupils will expand their knowledge and understanding of the world of work, the types of jobs there are and different career paths. These opportunities will encourage pupils to broaden their horizons, understand what they could achieve and raise aspirations for the future. • Curriculum Open Mornings: These will celebrate and raise the profile of what is being taught in <i>Geography</i> throughout school. | <p>that are available. They will make connections between doing well at school and gaining interesting and meaningful employment.</p> <ul style="list-style-type: none"> • Curriculum Open Mornings will engage children and give their learning a sense of purpose. Sharing it with their parents will deepen understanding and heighten interest in their learning. |
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