



## Colby Primary School Geography Intent, Implementation and Impact statement.

### **Intent**

It is the intent that pupils at Colby School will be taught high quality geography lessons. Teaching should allow a broad and deep understanding of the four key areas. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. As an eco-school, we believe a particular focus of our geography should be the environment with oceans and renewable energy playing a significant role in the children's learning.

### **Implementation**

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in Year 2. Further, in Year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.

Because children spend two years in one of the KS1 classes and two years in one of the KS2 classes, the regular repetition of skills is crucial to ensure balanced learning. There will necessarily be some variation in knowledge acquisition, however teachers will be exceptionally aware of which groups of pupils will have acquired what knowledge.

### **Impact**

All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge. Learning will be assessed at the end of units of work using the concept of double page spread. Children will be helped to scaffold the demonstration of their knowledge according to age. Work from across the school will be analysed yearly using both knowledge and skills to assess learning at Colby. The subject leader will report yearly to Governors.