



**Intent, Implementation and Impact Statement for Geography**

At St Joseph's we believe Geography should inspire pupils' curiosity and equip them to **empathetically** ask perceptive questions, think critically, draw comparisons, and **confidently** develop perspective and judgement about the world that we live in. We provide an **aspirational**, high-quality and inclusive Geography education that will enable all pupils, regardless of their ability and background, to gain a coherent knowledge and understanding of their location as well as that of the wider world, which in turn will **inspire them through Faith, Hope and Love.**

We are committed to ensuring that all children are able to recognise the importance of Geography in the wider world, preparing them for all aspects of life including their transition into secondary school.

Intent	Implementation	Impact
<p>At St Joseph's we encourage children to develop their skills as geographers and <b>REACH</b> in all they do.</p> <p>The intent of the Geography curriculum at St Joseph's is to provide pupils with a rich and varied curriculum right from EYFS upwards, teaching knowledge of key concepts such as different environments, cultures and places throughout the world. We encourage our pupils to think about their own place in the world, their rights, values and responsibilities to the environment and each other – we need to care for our common home and be stewards of the Earth. Pupils are challenged with a variety of tasks and experiences, both inside and outside the classroom, in order to build their <b>resilience</b>. Through well-planned and sequenced lessons, which include fieldwork and mapping, we aim to develop children's <b>aspirations</b>, fascination and curiosity about the world around them, which will grow and develop throughout their lives. Children will develop problem solving and investigation skills, which are transferrable to many areas of the curriculum. Learning will be revisited and built upon each year; developing <b>confidence</b> and ensuring knowledge and skills are embedded, in order to prepare children for their journey beyond the primary classroom.</p> <p>To ensure that pupils develop a secure knowledge that they can build on, our Geography curriculum is</p>	<p>Our whole curriculum is shaped by our school vision which aims to enable all children to <b>'be the best they can be'</b>. Our immersive and <b>aspirational</b> curriculum is supported by a clear skills and knowledge progression and Geography will be built on and taught three times a year; except for EYFS where it will be woven into the children's learning of the 7 key areas especially 'understanding the world'. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a geographer throughout their time at St Joseph's and do not just learn a series of facts about the world.</p> <p>Children will have knowledge organisers for each unit helping them to develop their disciplinary skills and teaching them the skills needed to be a geographer. They will consider their 'sticky knowledge' and use their knowledge organisers appropriately to enhance their learning.</p> <p>In order for the Geography subject area to be successful, the following will need to be implemented by the subject leader and other members of staff throughout the school:</p> <ul style="list-style-type: none"> <li>An action plan, identifying targets and how to achieve them, in order to ensure the Geography curriculum is taught effectively throughout the school. The action plan will be a working document; being regularly reviewed and adapted where appropriate.</li> </ul>	<p>By the time the children leave St Joseph's they should have developed:</p> <ul style="list-style-type: none"> <li>Their knowledge to inform their actions and the actions of those around them.</li> <li>The <b>confidence</b> to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.</li> <li><b>High expectations</b> of their ability to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> <li>The ability to <b>confidently</b> and <b>empathetically</b> draw comparisons and make links.</li> <li>A passion for Geography and an enthusiastic engagement in learning, which develops their sense of <b>empathy</b> and curiosity about the world and their understanding of how and why people live across the Earth.</li> <li>A desire to embrace challenging activities with <b>high expectations</b>, including opportunities to undertake fieldwork across a range of Geography topics.</li> </ul> <p>In addition, we measure the impact of our Geography curriculum through the following methods:</p>

organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way from EYFS upwards. Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork are all mapped out to ensure that pupils build on secure prior knowledge.

Through high-quality scaffolding, adaptive teaching strategies and carefully planned support, all learners, including pupils with SEND, EAL, FSM and disadvantaged backgrounds, are enabled to access, engage with and succeed in the geography curriculum. Geographical knowledge and skills are carefully sequenced and supported through effective modelling, the use of maps, fieldwork experiences, geographical vocabulary, visual resources and structured questioning, enabling pupils to develop a secure understanding of both human and physical geography. Drawing on guidance from the EEF, Teaching WalkThrus and current educational research, we continually review and refine our approaches to geography teaching, ensuring that pupils build locational knowledge, deepen their understanding of the world around them, make connections between places and environments, and grow in **confidence** as independent geographers.

Our Geography lessons aim to ensure that all pupils:

- Develop their geographical knowledge of place, space and environment at a local, national and international levels.
- Develop an understanding of the physical and human geography of the world.
- Develop skills to enable them to find out about, record, map and analyse geographical areas both in the human and physical sense
- Generate an appreciation and understanding of the world and all its diversity encouraging **empathy** towards other cultures.
- Make sense of the world; enabling them to have the **confidence** to take part in informed debate and discussion.

- The promotion of an **aspirational** language rich Geography curriculum is essential to the successful acquisition of knowledge and understanding in Geography, therefore pupils will also learn key vocabulary that is age appropriate, relevant to their learning and is built upon as they move through EYFS, Key Stage 1 and 2.
- To ensure high standards of teaching and learning in geography, the curriculum will be progressive starting from EYFS throughout the whole school. Planning the Geography curriculum will be carried out in a collaborative way, with teaching staff ensuring planning is well sequenced, shows progression and covers the key skills and knowledge required, focusing on knowledge and skills stated in the National Curriculum and beyond.
- To ensure all learners progress our teaching will be adaptive. This involves setting the same ambitious goals for all students, but providing different levels of support. This will be targeted depending on their ability, need (SEND, PP, FSM or EAL) and starting point.
- Geography will be taught in a cross-curricular way where appropriate; encouraging pupils to **confidently** make links, and transfer and apply key skills to other areas of the curriculum and prepare them for life outside the primary classroom.
- Geography will be monitored through regular book and planning looks, ensuring the relevant skills and knowledge are being taught, work is adapted effectively, a range of resources are used throughout lessons, a variety of teaching and learning strategies are used ensuring that there are **high expectations** in all year groups.
- An audit of resources will be completed regularly, ensuring staff and pupils have access to a range of up to date resources, in order to support the teaching and learning of Geography.
- The subject leader will also feedback to staff any new resources that become available that may enhance Geography lessons. These resources will

- Staff meetings to ensure pedagogy is the best it can be.
- Monitoring of key points during the children's time at St Joseph's - EYFS -> KS1, KS1 -> KS2, Summer term Year 6 -> Secondary Ready.
- Evidence of monitoring (book looks, pupil conferencing, learning walks) will be kept in a Subject Leader file and shared with Key Stakeholders as appropriate.
- Evidence of wider cross-curricular evidence will be celebrated on class blogs/website/newsletter.

maximise learning opportunities; ensuring key concepts are embedded.

- Pupils will have opportunities to experience Geography outside the classroom on **aspirational** educational visits. Opportunities will be used to explore the local area, as well as the wider community and beyond, encouraging children to apply and develop their knowledge and skills in a practical way.
- To encourage children to “care for our common home” and have **hope** for the future (Laudate Si), we also have an active eco committee in school.