Intent, Implementation and Impact of Geography at Sparsholt C of E Primary School

Geography Development

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes.

The national curriculum for geography aims to ensure that all pupils:

-develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a context for understanding the actions of processes.

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

- are competent in the geographical skills needed to:

a) collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

b) interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

c) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Intent

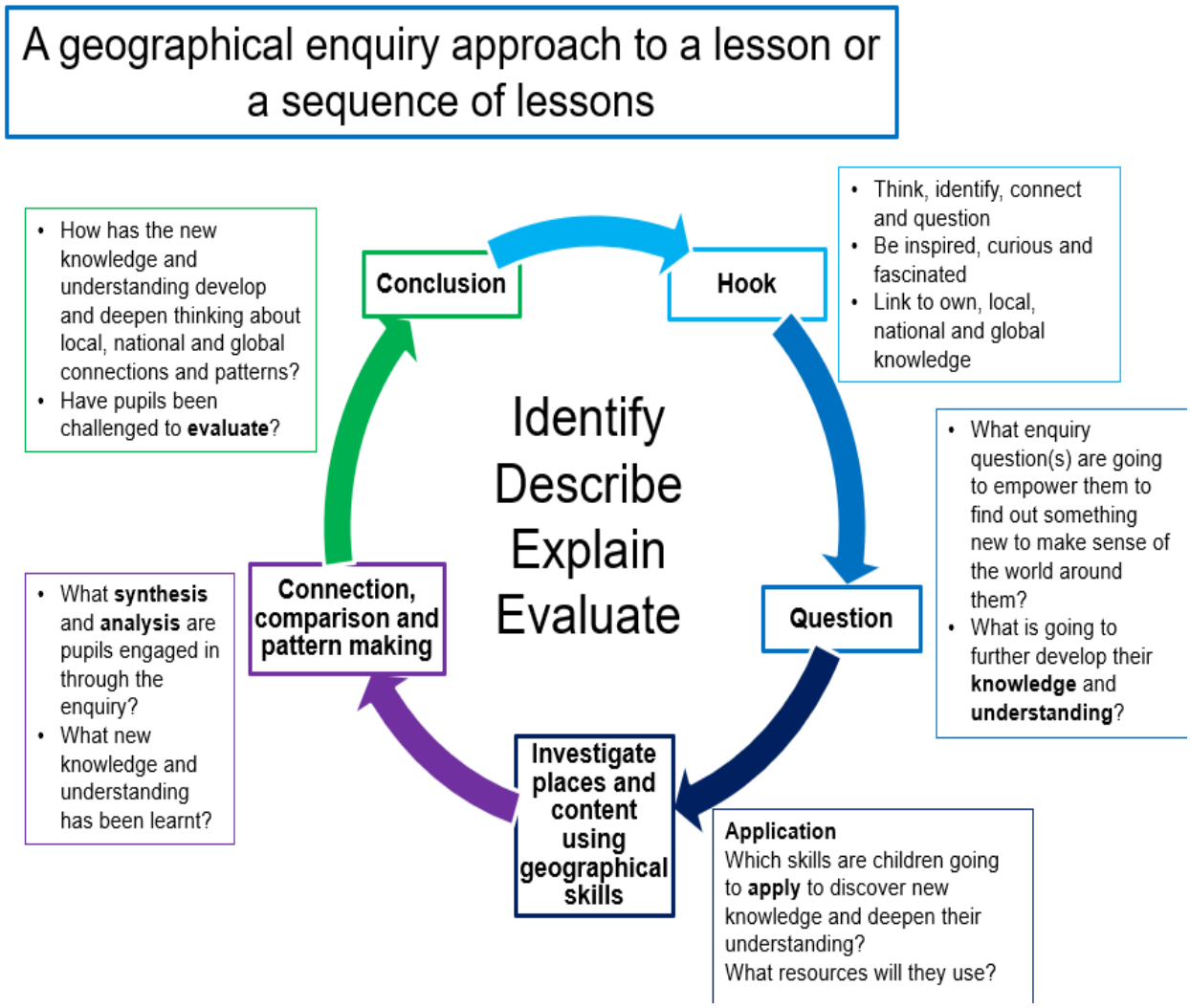
Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. Geography is given integrity, builds on learning in EYFS and taught systematically through key stage 1 & 2. The NC aims are reflected in the curriculum planning. A long-term plan identifies which elements of the programmes of study are taught.

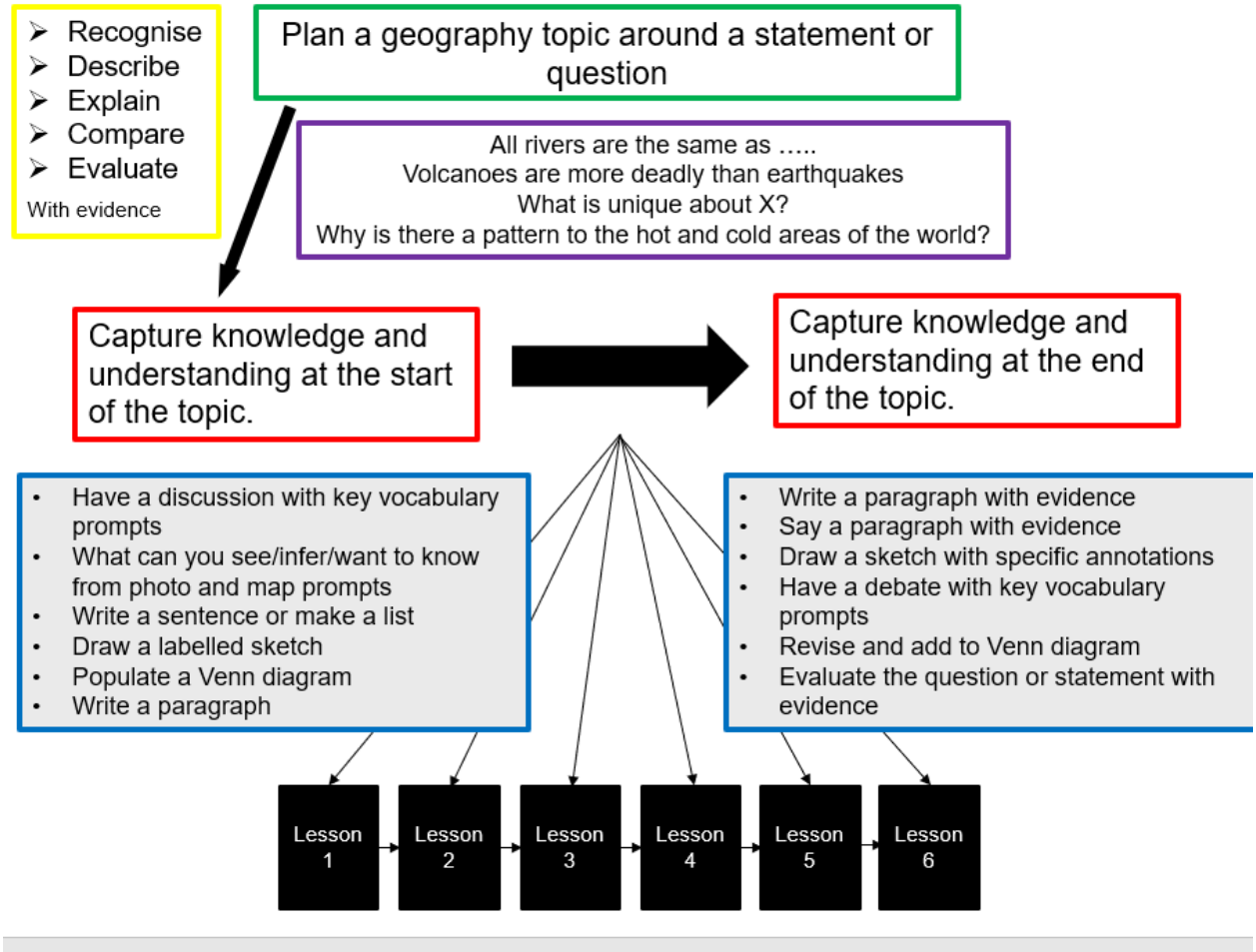
We are committed to providing children with opportunities to investigate and make enquiries about their local area of Sparsholt and Winchester so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. Geography should enable children to value, use and interact with their local environments. They develop their understanding through learning about Sparsholt and Winchester and how these areas connect to the wider UK region. In Key Stage 1 they understand similarities and differences between the Winchester area and Kota Kinabalu in Malaysia. In Key Stage 2 comparative studies link to rivers, mountain, volcanoes and Earthquakes.

We also develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences. Children learn geography through their eyes using a variety of resources for them to interpret, understand and question. Children of all ages are capable of different types of thinking in geography – recognise, compare, describe, explain and evaluate.

Implementation

Curriculum delivery – Geography is taught on a two-year curriculum cycle; refer to long term plan. Topics are enquiry based driven and are blocked within overarching themes. To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on the knowledge and skills stated in the National Curriculum. Geography teaching focuses on enabling children to think as geographers.





Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At Sparsholt Primary School, the children have had many opportunities to experience geography on educational visits. The children have explored the local area including orienteering within the school grounds and taking a walk around the village of Sparsholt. Local visits also provide an opportunity to further geography learning, as well as trips to local woods, conducting river studies and using map reading skills during residential trips.

The pedagogical content is linked to the assessment model that drives the learning through a topic / enquiry. The knowledge in each topic relates to specific locational knowledge, place knowledge, human and physical geography. Fieldwork and mapping skills are based on a progression devised by Hampshire HIAS team. The use of formative assessment through the topic informs responsive teaching and task design.

The assessment model is designed to support all pupils to access the geography curriculum and also challenge higher attaining pupils. These pupils are recorded so that subsequent teaching can be responsive to their learning needs. For example, some disadvantaged pupils may have a vocabulary deficit; teachers therefore need to ensure that these pupils are familiar with and understand specific geographical vocabulary.

The geography leader uses these assessment grids to analyse summative qualitative data. This can inform next topics and refine planning.

Sparsholt C of E Primary School Assessment Geography Years 4 Key: Autumn, Spring, Summer

Highlight objective when covered. Leave white if not taught. Note initials of children WT and GD. Others met – tick if all.

Strand	Objective	Working towards	Met	Greater Depth
Contextual world knowledge	Has developed a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. Explain why different people may have different opinions			EH, GM,SC
Locational Knowledge	Demonstrates their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.			EH, SC,
	Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and human and physical features. Identify the Equator, Northern hemisphere, Southern Hemisphere, Longitude and latitude			EH, SC
	Within the Uk, Identify places of relevant human and physical features, counties, countries, capitals, seas both now and over time			EH, SC
Geographical Enquiry	Investigate places and environments independently by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.			
Map skill and Knowledge	Draw a map of a short route from knowledge and journeys Use OS symbols in a key Interpret symbols on a map Describe features and routes on a map Give and follow directions and routes on a detailed map. Use 8 point compass directions to follow and give directions Use 4 figures grid references			
Field Work	Teacher led question and child led conclusion, observations to spot patterns, measurements and recordings using a simple tally, standard units and technology such as cameras, measuring equipment and apps, findings presented as sketch maps, plans, graphs or using digital technologies, conclusions explained and evidenced to compare places.			

Note initials of WT and GD. Assumed all others = Expected. Tick if all.

Impact

At Sparsholt children will develop the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, enabling them to meet the requirements of the National Curriculum. Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Teachers carry out class assessments at the end of each topic, specifically relating to the key concepts, knowledge, skills and vocabulary covered. These assessments are used to inform future planning.

We ensure continuous improvement in our teaching of geography by asking:

Are the rich resources within the school grounds, local community and environment being maximised?

Do topics go from the local area to comparative place studies?

Are tasks adapted to reflect current news from around the world and environmental changes?

Do teaching teams have secure understanding on the knowledge, concepts and skills that need to be taught?

Are the children being challenged to apply their knowledge?

Does each topic take children on a journey, i.e. have a start and end point?

Does it explore different scales?

Is it connecting to the children?

Do the topics and enquiries promote deeper thinking?

Does the learning make links with prior and current learning within the subject and across the curriculum?

Does learning excite to create memorable moments?

At point of learning is the curriculum sufficiently challenging and appropriate for each child?

Is assessment purposeful, efficient and used to shape future learning?

Is there a secure progression through key stages?

Are expectations and NC standards high enough?

Key Stage 1 and Key Stage 2; evidence of skills being used through enquiry?

Does the geography curriculum facilitate rehearsing and honing literacy, numeracy and computing skills?