



INTENT - IMPLEMENTATION - IMPACT

GEOGRAPHY

INTENT

It is our intent for the Geography element of our school 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 should 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. We also aim to foster an ethos whereby children not only understand their place in the world, but also their impact on it and responsibilities for it. By revisiting these areas of learning regularly children will remember more, know more and understand more. We will support and enthuse children by ensuring they receive a range of quality investigative and practical experiences within this subject. 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 endeavour to provide children with the knowledge and ability to use, transfer and apply their geographical skills across the wider curriculum.

IMPLEMENTATION

Based upon the National Curriculum and the individual needs of our children, we have created a Geography progression document, which sets out the objectives taught in each year group across a two year rolling programme. We alternate our Geography and History topics to ensure that our children receive well-rounded coverage of all areas of Humanities throughout their time at Semley School. When and where ever appropriate, we take the opportunity to create links between the two subjects in order to consolidate the learning taking place. To accommodate our mixed year group classes, differentiation may take place within a lesson to ensure each child's learning is age appropriate and high expectations are maintained. We do not follow a published scheme, but seek to bring geography alive to our children, who predominately live in a rural setting, through a variety of primary and secondary sources such as fieldwork, surveys, photographs, film clips, articles and websites, as appropriate. Maps and atlases are available in all classrooms for children and teachers to make cross-curricular reference to in all areas of the curriculum. Teachers use questioning to provide opportunities for discussion, revisiting of prior learning and investigation to support the development of vocabulary, which is explicitly taught and modelled in every Geography lesson. Key geographical knowledge and language (such as the name and location of continents, countries, capital cities and oceans) is revisited frequently to make learning memorable, relevant and retrievable. We include topic-relevant trips and visits wherever possible, to further enhance our children's geographical understanding of the interaction of physical and human processes across a range of environments.



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IMPACT

The impact of our Geography curriculum can be measured in a variety of ways – questioning during lesson time by teachers, marking of children’s written and illustrated work, listening to child-led-discussions, informally talking to children about their learning, as well as looking at topic books and classroom displays. Through the progression of our Geography curriculum, we aim for our children to leave Semley School in Year 6 with a love of learning and an inquiring mind. They will have an excellent understanding of their own locality and the wider world and be confident to use a wide vocabulary of geographical terms in order to ask questions and know of a variety of ways they can find answers. Our successful and engaging Geography curriculum will encourage our children to become inquisitive geographers who recognise the world to be an endlessly fascinating and precious place in which to live and explore.