



Intent	Implementation	Impact
<p>At Pyrford Primary School, we are proud that our children love learning Geography and they respect the world they live in. Our aim is for all children:</p> <ul style="list-style-type: none"> <li>to gain a secure knowledge and understanding of the places, the people, the resources and the natural and human environments of the world.</li> <li>to be able to think critically and wisely about the interaction between human and physical geography and to identify the similarities and differences in the places they study.</li> </ul> <p>Through the explicit teaching of geographical skills and terminology our children can:</p> <ul style="list-style-type: none"> <li>Observe, measure, record and present information collected through fieldwork.</li> <li>Interpret and communicate geographical information using first hand</li> </ul>	<p style="text-align: center;"><u>Geography Curriculum Implementation</u></p> <p>At Pyrford Primary School, Geography lessons:</p> <ul style="list-style-type: none"> <li>Are taught in blocks</li> <li>Cover the National Curriculum objectives through a well-designed curriculum.</li> <li>Begin with a discussion and class mind-map of what we already know about the location. Links are made to previous year's learning to link topics and themes. Connections are built and comparisons made between units. Children are asked what they would like to find out. <u>(What I know, What I'd like to know, What I've learnt)</u> Begin with a world map of the places we already know.</li> <li>Introduce topic specific and subject specific vocabulary through Knowledge Organisers and within each lesson.</li> <li>Are based around an enquiry focus which is explored over several lessons. Knowledge and understanding of the geographical facts are explored in relation to answering the enquiry focus.</li> <li>Key facts are learnt within each unit: the key topographical features of the country being studied – the hills, mountains, coasts and rivers.</li> <li>The key cities within the country being studied are covered within each unit and their location shown on a map.</li> <li>The most significant human and physical features of the country being studied are the covered within unit.</li> <li>KS2 Geography units contain: Reference to the location being studied in relation to the Equator, The lines of Longitude and Latitude, The North and South Poles, The Northern and Southern Hemispheres and The Tropics of Capricorn and Cancer (where relevant)</li> <li>Geographical skills are interwoven in the lessons – Map skills and Fieldwork (Children learn to collect, analyse, interpret and communicate data gathered in Fieldwork) (Progression of skills across school)</li> <li>Compare and contrast the similarities and differences between the human and physical geography of places.</li> <li>Offer opportunities for experiential learning and enrichment activities.</li> <li>All units offer immersion – if we can't go to the place, show them what it's really like by videos, photos, sounds and sights, virtual tours, augmented reality. Use hooks to motivate learners: clips, books, drama, props. (Cultural capital)</li> </ul>	<ul style="list-style-type: none"> <li>Children immerse into the unit with a passion!</li> <li>Children's factual knowledge of key geographical areas is outstanding.</li> <li>Links are made to previous year's learning to link topics and themes. Build connections and make comparisons between units. Children's voice is heard about what they would like to find out.</li> <li>Children use ambitious subject knowledge vocabulary.</li> <li>Children's memory of geographical learning is deeper and connections are made to new schema.</li> <li>Teachers and children see the end goal of learning.</li> <li>Children's understanding is secure.</li> <li>Children use outstanding skills within their geography lessons.</li> <li>Children are able to think critically to compare and contrast countries.</li> <li>Children are challenged to show their understanding in depth.</li> </ul>

<p>observation and map skills.</p> <ul style="list-style-type: none"> <li>• Develop enquiring minds in order to understand how the Earth's features are shaped, interconnected and change over time.</li> </ul> <p>Our Geography lessons provide enrichment activities and experiential learning ensuring content is delivered in a fun, engaging manner.</p> <p>At Pyrford, Geography lessons stimulate curiosity, compelling children to want to discover more about our wonderful planet and to learn more about what humans need to do to protect its future.</p>	<ul style="list-style-type: none"> <li>• The learning is evidenced in a variety of ways throughout your year's units: maps, photos, factfiles, sketches</li> <li>• Are assessed using I can statements (knowledge and skills).</li> <li>• Pink think stickers are used at least once throughout the unit to provide an opportunity for deeper thinking.</li> <li>• Where possible, links are made with English and comprehension texts are used as an information source.</li> <li>• The cultural diversity of the world is celebrated and explored during a Our Amazing Planet Day (yearly). Diversity within Geography is also interweaved within relevant units.</li> <li>• The geography of the locality is interweaved within relevant units.</li> <li>• Lessons follow the effective teaching format: Review, small steps of learning, questioning, modelled thinking, WAGOLL, scaffolding, guided practice, assessment and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and subject lead have a good understanding of what the children know and what needs to be improved.</li> <li>• Children develop critical thinking skills.</li> <li>• Children's geographical understanding is built upon in other subjects and is therefore deeper.</li> <li>• All children succeed within Geography lessons.</li> <li>• Children's learning in Geography takes account of diversity and celebrates all cultures.</li> <li>• Children have a secure understanding of the geography of their locality.</li> <li>• Teachers and children can see and review previous learning and Knowledge Organisers/ Time lines can be revisited.</li> <li>• Children know the structure of the lesson which lowers cognitive overload.</li> <li>• Children have a deep and strong memory of what they have learnt.</li> </ul>
---	--	---