Geography at Kempsford C of E Primary School

Intention, Implementation, and Impact.

At Kempsford C of E Primary school we believe that all children have the ability to make exceptional geographers, through the study of the earth and its complexities. By building on their current knowledge, through the implementation of classroom taught lessons, and the development of geographical fieldwork and skills, we aim to inspire a future of young geographers with an innate curiosity for the natural world, and the interactions that humans have with it.

Our vision for a well-rounded geography education is strongly underpinned by our six core values: Respect, Care, Perseverance, Forgiveness, Trust, and Friendship; and is implemented with the support of our 6 key learning skills - STRIKE (Speaking & listening, Teamwork, Research, Independence, Can-do, and Evaluate).

At Kempsford primary, we endeavour to develop geography in the following ways:

Date developed: September 2020 Review date: August 2021 Subject leader: Alex Field

Intent	Research	Implement	Impact
1. To design, build, and continuously develop an all-encompassing, engaging curriculum, that supports children progressing as geographers by helping them develop their knowledge, understanding, and key fieldwork skills, essential for effective	Detailed planning, underpinned by an insightful, well developed curriculum is essential for effective teaching. Teachers must have clear objectives for each lesson, in order for the lesson to be productive, and to support children's development (Zahorik, 1970).	**Curriculum development** Informed by planning and assessment, the geography curriculum will be continually reviewed and developed. This will ensure it is effective in supporting the teaching and development of children's knowledge of human and physical geography, along	Teachers will have a foundation from which they can plan and teach. This foundation will support teachers and ensure children receive the highest quality geography education possible.

geographical study, in line with the National Curriculum.		with the associated skills and good geographical practice. It will be the curriculum that underpins all teaching of geography, and will be used to inform planning.	
2. To progress the knowledge of the subject leader and all teaching staff in order to provide quality first teaching.	In what is an ever changing world, ensuring all teaching practitioners have frequent CPD training is essential to developing their teaching practice. A study by Day & Sachs (2004), found that continued CPD training had a direct, positive impact on the curriculum and pedagogy, while instilling a sense of efficacy within the teaching staff. In the same study, teachers also contributed improvements in their communication with students, to the frequent CPD training they had received.	**Subject leader and teacher training** It is well cited that quality first teaching is imperative for effective learning and progression. To ensure the teaching of geography is of the quality expected, teaching staff will undergo Continual Professional Development (CPD) training, and receive regular feedback in relation to their geography teaching. This will include termly teaching observations, book scrutiny, learning walks, and regular feedback.	Teachers will feel more confident in the content and style of teaching they are to use when providing geography education to their children. Subsequently, children will receive an excellent geography education administered with modern teaching methods.
3. To ensure there is continuity in the teaching and learning journey's throughout the school; including the implementation of	A study by Ladd & Dinella (2009), found children aged from 5 years to 13 that received more continuous	**Ensuring continuity and coherence throughout the school** The subject leader will ensure planning is appropriate, and is	A clear learning journey, from EYFS to upper key stage 2, will support all children in their education while at Kempsford.

key vocabulary throughout EYFS and the key stages, supporting children develop and improve their geographical writing	engagement throughout their schooling, made greater overall progress than those who did not have that continuity through school.	evidence of continuity in the teaching of geography between EYFS and upper key stage 2. This will also be assessed termly though the use of teaching observations, book scrutiny, and learning walks. Termly feedback will be given to ensure the learning journeys are being adhered to and that there is a high level of quality first teaching.	This natural progression will provide children with consistency throughout their education, supporting them as they develop.
4. Provide children with an excellent geography education. • Provide children with engaging and interactive lessons that will deliver memorable geographical experiences, supporting them to remember information and sustain contextual understanding. • To provide children with the knowledge and transferable skills required to engage in cross-curricular study.	Enquiry based learning has been seen to engage children in cross-curricular learning; applying skills, knowledge, and understanding that they have developed from other subjects (Thoman, 2003).	**Enquiry led learning** At the start of every learning journey, children will construct the questions that will be a focus for the topic enquiry. The topic enquiry will then proceed with a 'wow' activity, designed to hook the children into that terms specific geography topic. As the enquiry develops, the children - supported by the class teacher - will delve into the topic, answering the underpinning questions; building contextual understanding and developing key geographical skills; applied during fieldwork	Children will benefit from an enquiry led geography education, in which they can develop cross-curricular skills. Children will be more engaged in an inclusive enquiry led education, where subjects are tied together by commonality. This high-quality geography education will provide them with knowledge, understanding, and skills that they can take with them through the rest of their education and into adult life.

		As explained at the beginning of this document, the teaching of Geography will be underpinned through our six core values; children will be taught to think and work thoughtfully, being respectful of their local environment and the animals and plants that they come across during fieldwork. This will be implemented through STRIKE, where children will have a learning skill to develop each term, such as 'Tommy Teamwork'. **Developing knowledge and contextual understanding** As a learning journey develops, children will be taught the essential knowledge required to gain an understanding of the topic. Children will also be taught key geographical skills, as outlined above. These will be used and applied during fieldwork and outdoor learning. All SEND, EAL, and vulnerable children will be supported	

		appropriately, though TA and teacher guided sessions. These children will also benefit from scaffolding, and access to additional resources. Children will be taken to local areas of geographical interest, termly, and teachers will endeavour to plan at least one external school trip per year. The effective teaching of essential knowledge, and the application of skills is paramount in the successful undertaking of all geography enquiry. All learning, including the teaching of key vocabulary, will be clearly displayed on a 'working wall'. Working walls will be frequently used during teaching, and children will be encouraged to use them as part of independent learning. We endeavour to support children in EYFS to understand their physical world, through the exploration and observation of their local community. We will	

		provide them with opportunities to learn about people, places, technology, and the environment through focused lessons, outdoor learning, and forest school. Children will also be taken into the local community to test their products or research their products, where appropriate. **Assessment** Teachers will undertake weekly formative assessment that will highlight areas of strength and weakness within the topic. This data will be used to inform planning. Assessment will not only target geography content, but inclusive of cross-curricular work. All assessment will be submitted to SIMs termly.	
5. To teach children how to use good quality, up-to-date geographical resources and equipment. • To provide children with the opportunity to observe key	It is well cited that teachers need access to high-quality resources to support their practice, and impact knowledge in their students (Adeoye & Popoola, 2011).	**Use of quality resources** All geography resources will be checked to ensure they are up-to-date. Outdated resources are not effective in supporting teaching and learning, and provide limited value in the classroom. Ensuring all geography resources are in	Children will benefit from the use of high-quality resources, supporting then through their geography education. By learning how to use these resources effectively, children will go through their education

geographical features first hand during external school visits.		correct working order and are up-to-date will occur bi-annually. All children will be given the opportunity to use geography resources in the classroom, as well as during fieldwork exercises. The use of these quality resources will support children in developing and improving key geographical skills, applicable while undertaking fieldwork.	and into adult life with invaluable transferable skills.

As a school we strive to provide exceptional geography education, enriched with quality first teaching, enquiry led learning, fieldwork experiences, and access to high-quality up-to-date geographical resources. Children will be taught to observe the land and its uses; record, analyse and interpret data; use essential geographical resources; and apply their understanding and extensive vocabulary to write about human and physical geography. Through a well-structured curriculum, taught by excellent teaching practitioners, we endeavour to have children leaving upper key stage 2 as well-rounded, competent geographers; achieving at least age-related expectation.

Learning journey

A typical lesson might follow the following format:

- 'wow' hook, or a recap from the previous lesson.
- Engaging introduction to the focus of that lesson – through a variety of activities or multimedia.
- The teaching of key skills, essential knowledge, and vocabulary.
- Application of key skills and contextual understanding to undertake the enquiry, using geographical resources.
- Collection, interpretation, and analysis of data and findings.

- Final application of knowledge and vocabulary to communicate the interpretation of findings, and consequential evaluation of the learning journey.