



## **Geography Impact Statement**

**Overall aim: To inspire curiosity and fascination about the world. Equip pupils with knowledge about places, people, resources and the environment.**

### **Achievement**

	EYFS (Understanding the World)	KS1	KS2
Progress	-31%	-9%	-13%
Attainment	62%	81%	73%

### **What is the impact on the school?**

Through their KRP, children were confident to discuss the impact our actions have on the environment and what they can do to have a positive impact or change. 'So, grow, farm' sparked their passion for growing produce in the community and what impact this has on transport links and global warming. These are all changes we can make in school.

### **What is the impact on the local area?**

Children could comment on fresh sources and using our local environment. In Year 4, they were able to identify how water could be used as a renewable source from their KRP 'winding rivers, misty mountains'. In addition, children could discuss how map work would help them outside of their local area, for example when visiting the Lake District.

### **What is the impact on preparing our children for life in Modern Day Britain?**

It is evident that children have a broad knowledge of different key skills in Geography. They have an awareness of how their actions now can impact their future. They understand how to use both 4 and 6-figure grid references when they are visiting new places both in this country and abroad. Children were confident discussing links with other subjects, especially Science.

### **Impact of child conferences:**

Through child conferences it is evident that children were able to identify Geography as a subject and the different projects covered this year. Children were able to use specific vocabulary and with confidence. Children were confident to make links to other subjects and how their learning intertwined.

### **Impact of data:**







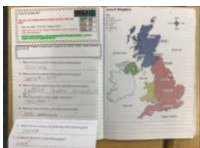


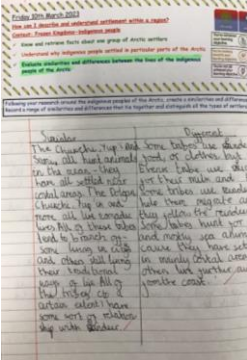
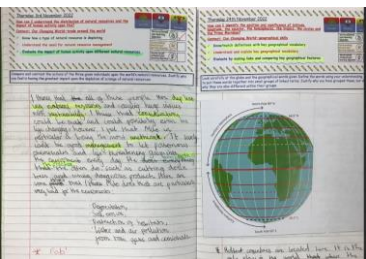
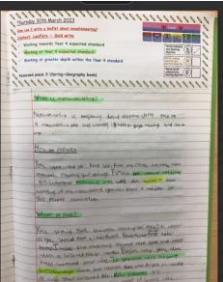
Through the introduction of Cornerstones Maestro, children complete geographical projects in autumn and spring term. Opportunities are then given for children to revisit less secure concepts in the summer. The impact of the change of schemes has led to data assessing more critical concepts, aspects, skills and knowledge. In Early Years there is a significant drop in those children meeting ELG however 77% children have made good progress or better this academic year.

### **Next steps:**

Continue to monitor data throughout the year and those children who are not meeting at expected or above.

Early Years 'Understanding the World'.

## Portfolio of Work

			
<b>EYFS</b>	 <p>Reception used their knowledge and understanding of the world to read maps and look at aerial photographs.</p>	 <p>They demonstrated independence and resilience completing their own maps linked to the Seaside.</p>	 <p>As part of their Let's Explore KRP, Reception class had to communicate with their friends where they live and where they have been. Children had to connect their experiences to physical objects.</p>
<b>KS1</b>	 <p>Year 1 applied their knowledge and understanding of the world to locate countries, cities and seas in the United Kingdom.</p>	 <p>Through their Bright Lights, Big City KRP, Y1 described different London landmarks.</p>	 <p>Year 1 compared geographical similarities and differences. They compared features which have changed from the Victoria era.</p>
<b>KS2</b>	 <p>Children completed research and compared the similarities and differences between indigenous people of the Arctic.</p>	 <p>In this task children had to make links and compare geographical features. Key geographical vocabulary was a main focus in this lesson.</p>	 <p>Year 4 made a connection between their learning through their gold task. They also connected their Geography learning to English with an assessed piece of writing.</p>