

**Geography at St Bede’s: Intent, Implementation and Impact Statement**

How are we supposed to understand current events if we don’t know Geography? ‘The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And, in the end, it’s about using all that knowledge to help bridge divides and bring people together.’ Barack Obama

**Intent**

At St Bede’s oour 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 locally and globally – to help develop their knowledge and understanding of the Earth’s physical and human processes. We are committed to providing the children with opportunities to investigate and make enquiries about the local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. This also promotes their sense of agency and allows them to make links between their geography knowledge and how they can apply this in the wider world.

We are also developing the children’s ability to apply geographical skills to enable them to confidently communicate their findings.

We firmly believe that geography is best learnt ‘through the soles of their feet,’ so trips and fieldwork opportunities are key to nourishing their geographical understanding and enjoyment.

We are also preparing pupils for the world outside of the classroom and to do this, we need to ensure that they are empathetic, sustainable, problem solvers and decision makers. Their geography education will provide pupils with many opportunities to develop these values and attributes

The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at St Bede’s Primary School and also to their further education and beyond.

**Implementation**

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is explicitly taught as part of termly topics, focusing on knowledge and skills stated in the National Curriculum. At St. Bede’s, we ensure that geography is taught regularly, as we feel this is important in enabling all children to gain ‘real-life’ experiences and also allows them to continue to remember and apply their learning. The geography curriculum provides a broad framework and outlines the knowledge and skills taught in each Key Stage.

Geography at St Bede’s Primary School is taught through the Cornerstones Maestro Curriculum which is based on the four Cornerstones approach; Engage, Develop, Innovate and Engage.

During the Engage stage we:

* Hook learners in with a memorable experience.
* Set the scene and provide the context for learning.
* Ask questions to find out children's interests.
* Spark children's curiosity using interesting starting points.

During the Develop stage we:

* Teach facts and information for deeper understanding and knowledge.
* Demonstrate new skills and allow time for consolidation.
* Provide creative opportunities for making and doing.
* Deliver reading, writing and talking across the curriculum.

During the Innovate stage we:

* Provide imaginative scenarios that encourage creative thinking.
* Enable children to apply previously learned skills.
* Encourage enterprise and independent thinking.
* Provide opportunities for collaborative working and problem solving.

During the Express stage we:

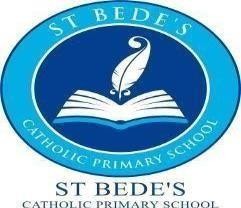
* Provide environments for reflective talk.
* Create opportunities for shared evaluation.
* Celebrate and share children's success.
* Identify next steps for learning.

We teach Geography like this so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children’s different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion.

Our Composites and Components document acts as another resource for teachers to use to ensure the curriculum is covered and the knowledge taught is progressive from year group to year group.

Geography teaching focuses on enabling children to think as geographers. Rosenshine’s Principles of Instruction are used alongside a variety of teaching approaches to ensure that children engage with their learning, remember what they have learned and then apply their learning to a variety of situations.

Geography provides excellent opportunities to enhance the learning of all pupils through the use of the enquiry cycle and fieldwork opportunities where children can apply their knowledge to answer questions and solve issues in their local area and beyond. The children explore the local area including orienteering within the school grounds



and conducting studies in our outdoor classroom. Local museums also provide an opportunity to enhance geography learning, as well as trips to local woods, beaches and using map reading skills during residential trips. These experiences all make the learning more meaningful for the pupils. In turn, this supports their personal development as empathetic and sustainable citizens who recognise their impact upon the world as well as, the worlds impact upon themselves.

**Impact**

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a deep understanding of each unit of work covered throughout the school.

We measure the impact of our curriculum through the following methods:

• Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.

• Summative assessment of pupil discussions about their learning.

• Images and videos of the children’s practical learning.

• Interviewing the pupils about their learning (pupil voice).

• Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.

• Annual reporting of standards across the curriculum.

• Marking of written work in books.

Outcomes in books, evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.