



Intent, Implementation and Impact Statement

Geography

Intent

At Rotherhithe Primary School, we aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our curriculum, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our curriculum encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary.

Implementation

Children are taught key knowledge and skills relating to each national curriculum strand, as appropriate to key stage.

- Locational knowledge,
- place knowledge
- human and physical geography
- fieldwork

Our curriculum starts in EYFS where the children learn geography as part of the Understanding the World Area of Learning, most specifically the Early Learning Goals- People, Culture and Communities and The Natural World. The children begin to develop their geographical knowledge by exploring and describing features of our Nursery and school grounds, their own homes and gardens and the features and characteristics of significant places close to our school.

We have carefully selected a scheme of work that we feel more than adequately



Intent, Implementation and Impact Statement

Geography

covers each national curriculum strand as appropriate to key stage. Geography is planned, taught and assessed using the online scheme of work, resources and assessment tool from Kapow Primary. Kapow Primary's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing our pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our school's belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. The units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Our Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

During International Day Celebrations, children consider the origins of the languages spoken across the school, and the diversity of the food eaten by members of the school community. Diversity month is also celebrated where children learn how we as citizens are placed within our culturally diverse



Intent, Implementation and Impact Statement

Geography

school community and the rest of the world. Children learn about careers related to geography from members of the local and wider community, with specialist skills and knowledge (for example during science week and careers week) and this ensures that they are well prepared for the next steps of their education.

Impact

At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary. Outcomes are assessed in geography and English books and evidence a broad and balanced geography curriculum. In order to measure impact, the Subject and Senior Leaders conduct a yearly learning walk and measure outcomes through Pupil and Teacher voice and through observation of the teaching and learning taking place.

After implementing our Geography curriculum, pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The expected impact of following our Geography curriculum is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure



Intent, Implementation and Impact Statement

Geography

grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.

- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National curriculum for Geography.