

Geography Curriculum

Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Ivingswood Academy, our intention in Geography is to convey a greater understanding and knowledge of the world through reading age-appropriate texts that stimulate children's inquisitiveness and fascination.</p> <p>Our Geography curriculum is progressive throughout the whole school and covers the knowledge and skills stated in the National Curriculum.</p> <p>The geographical skills and knowledge acquired will equip the children for the future. Through our high quality teaching, we will develop the following skills and knowledge:</p> <ul style="list-style-type: none"> • A secure knowledge of the places are in Britain and the wider world. • An extensive base of geographical knowledge and vocabulary. • The ability to ask and answer geographical questions. • Draw conclusion and explain their findings. • Use a range of resources to gather information. 	<p>At Ivingswood Academy, Geography is taught throughout the three terms of the academic year, alongside History, Art and Design and Technology using a blended approach. Practical and engaging activities, high quality texts, visits and trips are all used to allow the children to develop their skills and knowledge in;</p> <p><u>In EYFS:</u> <u>People, Cultural and Communities ELG;</u></p> <ul style="list-style-type: none"> • Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. <p><u>In Key Stage 1, pupils are taught to:</u></p> <ul style="list-style-type: none"> • Have a simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. • Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. • Pupils are able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. <p><u>In Key Stage 2, pupils are taught to:</u></p> <ul style="list-style-type: none"> • Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. • Understand in some detail what a number of places are like, how and why they are similar and different and how and why they are changing. • Pupils know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. • They show some understanding of the links between places, people and environments Pupils are able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. • They can express and explain their own opinions, and recognise why others may have different points of views. 	<p>Our Geography Curriculum is age appropriate, and is planned to demonstrate progression across the main areas: locational knowledge of places in Britain and the wider world, geographical knowledge and vocabulary, geographical questions, geographical enquiry.</p> <p>These main areas are broken down into age related expectations for each mile stone: Year 1 and 2, Years 3 and 4, Years 5 and 6.</p> <p>In addition, through reading age appropriate specifically selected texts, our children are exposed to the geographical knowledge that they will need to become enthusiastic historians.</p> <p>We assess the pupils knowledge through:</p> <ul style="list-style-type: none"> • Exit questions in books at the end of each lesson which are based on the learning question at the beginning of the lesson. • Pupil discussion. • Evidence in pupil books.

--	--	--