

Moorfield School – Geography Intent, Implementation, and Impact Statement

Intent

At Moorfield, our geography curriculum is designed to foster a child's natural curiosity and awe of the world around them, whilst embedding knowledge and skills that will remain with them beyond their years at Moorfield. We place importance upon helping children to become geographers: thinking and acting as geographers do, asking questions, discussing and investigating the topics covered. Children explore a range of places, from the local area to the wider world, developing their understanding of both human and physical processes. We also aim for children to become confident using key geographical skills across a range of contexts. Children will have the opportunity to collect and analyse data, interpret geographical information (maps, globes, climate data etc.) and to communicate their knowledge in a variety of ways.

Implementation

In order for the children to know more and remember more in each area of geography studied and to develop links between each topic, we implement a curriculum that is progressive throughout the school. Progression in skills and knowledge are outlined in our Geography Progression Grid, which is strongly linked to the National Curriculum. To facilitate this, we take an enquiry-based approach to teaching Geography. Each topic focuses upon key questions that guide the teaching. Teachers are encouraged to consider opportunities available to use the school grounds, and the local area for fieldwork and educational visits.

Children's geographical learning starts in Key Stage one with the familiar and slowly builds outwards, from Newport to the UK, to Europe, South America and the Arctic and finally Global issues in Upper Key Stage Two. Their understanding of how their local area fits into the wider world is therefore gradually accrued. Understanding of physical geography also starts with the familiar: from the local area, and weather in Key Stage One, to Biomes, Earthquakes and Volcanoes and Coasts in Lower Key Stage Two. More in-depth studies allow children to develop their understanding of the interactions between physical and human geography, with units on the Brazil, Natural Resources, and Population in Upper Key stage 2.

In Key Stage One the curriculum is taught through three units per year. In Key Stage Two, due to having some mixed age group classes, the curriculum is taught on a two-year cycle (Year A and Year B). Within this cycle, each year group encompass three Geography focused topics. Teachers are provided with an additional three planning days per year, to plan the following terms curriculum with their teams. Subject coordinators are allocated time each term to monitor the subject closely across the school and ensure teachers are equipped to teach the subject to a high standard. Formal, summative assessment in Geography takes place at the end of each year stating whether children are working towards age-related expectations, are working at age-related expectations, or are working at greater depth. Formative assessment takes place continually throughout the year: assessment for learning is used to ensure lessons are pitched appropriately and to inform future planning.

Impact

Our Geography curriculum is planned to demonstrate clear progression and children will develop the geographical knowledge and skills to enable them to explore, navigate and understand the world around them. Lessons are designed to shape inquisitive learners who aspire to research and explore new learning further. This will be evident through pupil voice and through regular class assemblies, where children will confidently be able to talk about the skills and knowledge they have acquired. From Reception through to Year Six, it is important that our children develop a desire to learn about the world they live in and understand the impact humans have on that world, both locally and globally enabling them to leave Moorfield equipped to become responsible citizens of that world.