



Geography 3 I's

Intent	Implementation	Impact
<p>Our curriculum intent is to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer.</p> <p>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.</p> <p>We aim to build an awareness of how Geography shapes our lives on multiple scales and over time.</p> <p>We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.</p> <p>Our scheme encourages:</p> <ul style="list-style-type: none"> • A strong focus on developing both geographical skills and knowledge. • Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence. 	<p style="text-align: center;">Substantive Concepts & Vocabulary</p> <p>Children have access to key vocabulary and concepts. They use these purposefully in context. Our substantive concepts are: Place, Scale, Movement, Change, Diversity and Sustainability.</p> <p>Many of our children have lived around the world or the UK. Wherever possible, we draw on their experiences to enhance the geographical knowledge of all.</p> <p style="text-align: center;">Enquiry</p> <p>All lessons begin with a geographical question, one from last year, one from last term and one from the previous session, which enables children to build on prior learning as they develop their understanding of the substantive concepts.</p> <p style="text-align: center;">Resources</p> <p>We use a range of resources to enhance learning including atlases, Ordnance Survey maps, digital maps, Kapow and first hand experiences. This is not an exhaustive list.</p> <p style="text-align: center;">Outdoor Learning</p> <p>Wherever possible, we use the local area and environment to give children first hand experiences of Geography e.g. the changing seasons, housing developments and local changes in land use.</p> <p>Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible.</p> <p>Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features.</p> <p>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</p>	<p>The impact of our Geography curriculum is that children will:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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 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. <ul style="list-style-type: none"> • Present and answer their own geographical enquiries using planned and specifically chosen

<ul style="list-style-type: none">• 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 concepts, terms and vocabulary.	<p>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.</p>	<p>methodologies, collected data and digital technologies.</p> <ul style="list-style-type: none">• Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and
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