

Geography

Intent, Implementation and Impact



We always try to be that little bit better

Introduction

At Seaburn Dene, we deliver a high-quality geography curriculum which inspires pupils' curiosity and fascination about the world. It therefore forms an important part of our curriculum and is taught individually as well as being incorporated across other areas of the curriculum such as English, history, art and dance.

Intent

Through a carefully sequenced range of geography units of work, children make links with communities, local and distant, to enhance learning. A priority for geography in our school is to ensure children retain, and build upon, essential knowledge identified in the National Curriculum.

Over the last year, our teaching and learning procedures have been updated and improved; the focus with our very youngest children is to fully embed key knowledge, for example: start to understand geographical similarities and differences through studying the human and physical geography of Sunderland. As children progress through school, their knowledge is developed, enabling them to effectively use a wide and varied range of human and physical geographical skills to compare and contrast regions around the world.

Each lesson is designed to give children the opportunity to extend their geographical knowledge and skills, focusing on the areas of: locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Our coastal location is utilised across year groups to further develop children's understanding of human and physical geography, linking to the four strands of geography.

At Seaburn Dene, we ensure that all children have the opportunity to utilise the unique and diverse geographical features of the local environment. Geography field trips and residential visits provide every child the opportunity to develop their skills and knowledge, while Pupil Premium funding is used to allow disadvantaged children full access to extra-curricular enhancements, such as our Derwent Hill residential to the Lake District, River Wear exploration, Oyster Reef development.

SEND children in our school are supported in their learning across the curriculum: 1:1 and small-group support is given when needed. Lessons are also adapted for those children who are working at greater depth in geography - pupils are challenged to use and apply their knowledge and skills in different contexts.

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as a block topic within a term, focusing on knowledge and skills stated in the National Curriculum. We use Kapow to deliver our geography through its spiral curriculum with the following key priorities in mind:

Cyclical: Pupils return to the same disciplinary and substantive concepts during their time in primary school.

Increasing depth: Each time a concept is revisited, it is covered with greater complexity.

Prior knowledge: Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Planning

1. **Long term:** Each year group covers three set geography topics per academic year; these have been chosen carefully to ensure coverage of the National Curriculum objectives. Units are sequenced, so that in Key Stage 1, concepts are taught in order to ensure progression. There is flexibility in the order that units can be taught in Lower and Upper Key Stage 2 - but they must be covered in these phases.

2. **Medium term:** Key enquiry questions form the basis of medium-term plans. These are mapped out alongside the knowledge and skills objectives covered.

3. **Short term:** Teachers break down topics into hour-long lessons, which include a clear lesson objective and are combined with additional activities to enhance historical knowledge and skills.

To enhance geographical understanding, we also provide:

- Whole-school assemblies focusing on key geographical themes eg Earth Day, Plastic Pollution, Deforestation.
- Whole school events and groups to support the profile of geography, eg Climate Friendly Schools Action Group.

Teaching

At Seaburn Dene, we ensure that geography has the same importance given to it as the core subjects, as it is important in enabling all children to gain 'real-life' experiences. For example, using the local area to follow maps in Key Stage 1, to compare the similarities and differences in our city to a foreign city in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2.

We want children to enjoy and love learning about geography by gaining this knowledge and these skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits where possible.

Learning Environment

Most lessons take place in the classroom, but pupils also benefit from frequent geography enhancements and opportunities to apply cross curricular skills through research using the Computing suite.

Impact

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

- A reflection on standards achieved against the planned outcomes by referring to the National Curriculum.
- Yearly teacher assessments.
- Children's ability to recall facts and procedures.
- Moderating our books both internally.
- Pupil voice
- Parent feedback
- Monitoring
- Practice and Challenge questions and Flashback 4 - revisiting, and assessing, previous learning.
- Formative assessment - each lesson contains the assessing progress and understanding section.

Summative Assessment

From EYFS to Year 6, children will be assessed at set points (termly) during the academic year. An assessment judgement will be reached using the Seaburn Dene knowledge and skills progression document. Evidence will also be gathered in geography lessons and through a skills catcher at the end of each unit which requires children to draw upon their disciplinary knowledge through formal written assessments.