



THURSBY PRIMARY SCHOOL

Intent, Implementation and Impact Statement

Geography

Intent

At Thursby Primary School, Geography education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for Geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. (The 2014 Primary National Curriculum in England)

Geography teaching at Thursby Primary School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching Geography in our school are:

- to inspire pupils' curiosity to discover more about the world
- to enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- to develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- to help children understand how the human and physical features of a place shapes its location and can change over time
- to provide opportunities to study mathematics across the curriculum through geography lessons

Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a topic, focusing on knowledge and skills stated in the National Curriculum. At Thursby Primary School, we ensure that Geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The Geography curriculum at Thursby Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of skills document. Teachers can use this document to plan their Geography lessons to suit their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills taught are progressive from year group to year group.

During the Early Years Foundation Stage, the children are given the opportunity to know about the difference and similarities in places and talk about the features of their own environment and how environments might vary from one another. In the Early Years Foundation Stage, Geography makes a significant contribution to developing a child's knowledge and understanding of the world through discovering the environment in relation to their own lives.

When teaching Geography, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement.

At Thursby Primary School we provide a variety of opportunities for Geography learning inside and outside the classroom. These activities should be guided by the children's interests in particular topics.

Educational visits are another opportunity for the teachers to plan for additional Geography learning outside the classroom. At Thursby Primary School, the children are given opportunities to experience Geography on educational visits. The children have explored the local area including orienteering within the school grounds. The local museum also provides an opportunity to further geography learning, as well as trips to local woods, rivers and castles and using map reading skills during residential trips.

Impact:

Within Geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our Geography curriculum is high quality, well thought out and planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

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

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Assessing children's knowledge through quizzes and questioning to see knowledge they have remembered.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Book looks by the subject leader and staff where there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Inclusive Learning for SEND in Geography

At Thursby School, we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged, race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in Geography learning.

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and

able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.
- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking to real life experiences
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information
- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'
- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.