



Inspiring a love for lifelong learning

Geography Intent, Implementation and Impact Overview

At Ashford Park, we offer a bespoke broad and balanced curriculum in an innovative and exciting way. Our school vision of inspiring a love for life-long learning is at the heart of our pedagogical approach. Our children leave Ashford Park Primary School prepared academically, socially and economically in order to become successful, well-rounded citizens in our ever-changing society and world of work. Coverage of the national curriculum objectives are met through a variety of topics, which were specifically chosen to meet the needs of our children.

Our curriculum is designed to prepare our children to be successful by being inclusive and by reflecting our diverse community whilst offering a range of rich experiences. Lessons are built upon prior learning and lay the foundations for future learning to be connected to, while avoiding cognitive overload. Planning incorporates Rosenshine's Principles therefore introducing new information in small steps, guided practice, modelled examples, questioning, checks for understanding and planned opportunities for independent practice. The topics were chosen and are designed to develop knowledge and skills progressively. This allows children to make connections and meaningful links within and between topics and to revisit their prior learning on a regular basis to ensure deeper understanding - essentially knowing more, remembering more and being able to do more.

Intent

The intent for the geography curriculum is to encourage and empower children to make sense of the world around them by learning about their own locality in the first instance as well as the interaction between people (themselves) and the environment. We believe it is essential children develop the vocabulary needed to discuss their ever-changing planet purposefully and the thinking skills to begin to think about local issues that are likely to impact on their lives including climate, the impact humans have upon the planet, sustainability and the impact that a change in land use can have on the wider world. Through our bespoke curriculum, it allows further extension of the children's curiosity about the world around them, engaging their interest, knowledge and understanding when contrasting localities in Britain, Europe and the rest of the world, skills of which are revisited year on year. Through this exploration of the wider world, it allows children to develop their own opinions and awareness of issues within our world and the potential impact that they could have.



Inspiring a love for lifelong learning

Geography Intent, Implementation and Impact Overview

Furthermore, through different country focuses, it allows children to better understand society in other countries and to draw comparisons to their own way of life. We ensure there are cross-curricular links with core subjects as well as other foundation subjects. The children regularly make links between different topics and subjects, bringing all their knowledge and ideas together. Studied themes are further supported and built upon through the carefully selected texts in our rich literary curriculum.

Implementation

Through continuous professional learning and dialogue between all of the teaching staff at APPS, it has allowed us to create a well-sequenced and progressive curriculum map, containing key concepts children need to be fluent in to work and think like geographers. Beginning in Reception and developing through the subsequent years until the end of Y6, the following key concepts are introduced, explored and developed with increasing knowledge and greater application of skill:

- Geographical enquiry
- Locational knowledge
- Geographical fieldwork
- Human and Physical geography
- Place knowledge

Due to our curriculum being designed through deliberate topic choices that chronologically build upon prior knowledge and skills, quality first teaching is implemented effectively across Ashford Park. The objectives of teaching geography in the school are based on the requirements of the National Curriculum programmes of study for the EYFS framework, Key Stage 1 and Key Stage 2. Existing knowledge is checked at the beginning of each topic, as part of the KWL strategy (What I know, What I would like to Know and What I have Learned). This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, alongside effective adaptive teaching which efficiently ensures that high expectations are maintained for all learners. Teachers assess learning during lessons and throughout the topic so that misconceptions are addressed swiftly and learning is transferred to the long-term memory. At



Inspiring a love for lifelong learning

Geography Intent, Implementation and Impact Overview

the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.

Assessment is effective through robust planning, the incorporation of the five-question quiz (retrieval practice) at the start of each lesson, regular mini plenaries and use of the marking code to provide immediate feedback in lessons. Learning walks, book scrutinies and pupil voice are paramount for monitoring successful progress in Geography. We regularly review the impact of our curriculum, making adaptations where necessary to improve teaching and learning. Our curriculum is the content that we teach: the knowledge learnt and skills acquired. Our Geography curriculum is underpinned by APPS pedagogical approach, our children learn through a balance of carefully chosen teacher-led activities, direct teaching and enquiry-based activities. Our children have the skills to be able to learn well independently, in pairs and in groups.

Impact

Children are engaged in their learning and can confidently verbalise their learning of geographical features and concept. Furthermore, children can discuss and make links to prior learning within and across topics. Children receive a high quality geography education and develop rich cultural capital preparing them for the future, opening opportunities for greater prospects in life. APPS children become independent learners, problem solvers and creative thinkers. Pupils gain a range of essential skills including those associated with analysis, evaluation, review, collaboration and independent thinking, all of which are transferable across the curriculum and beyond into life experiences and careers.