

Intent, Implementation and Impact subject document.

'Growing in Faith, Hope and Love'

Geography



Intent



Implement



Knowledge



Impact



Intent – What do we want?

- Children to develop understanding of key concepts such as place, space, scale, environment, interconnections and physical and human processes.
- Children to know how the world in which we live shapes our lives, and how we in turn shape the world around us.
- Geography to inspire in pupils a curiosity and fascination about the world and its people.
- Deepen declarative knowledge of places and people; resources in the environment; physical and human processes; and the formation and use of landscapes around the world.
- Children to systematically and progressively develop practical geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping.
- Broaden knowledge of countries, continents and oceans to help understand the wider world and the interconnectivity.
- Children to develop understanding of practical Geography through fieldwork and educational visits.



Implementation – How will we ensure this happens?

Subject Pedagogy

- Each Geography session begins with a long-term / medium term retrieval from prior knowledge, linked to the session signposting building on retained knowledge.
- Each Geography session considers the forgetting curve with an application opportunity of the previous session's learning.
- Geography focuses on building up procedural knowledge both vertically and horizontally, considering prior learning and planning for application
- Learning sequences are stacked to build on prior substantive, second order and threshold concepts and knowledge, building year on year.
- A learning sequence will typically flow from; acquisition of technical vocabulary - provocation of critical thought using worked examples – opportunities to explain and reason understanding - modelling of procedural knowledge – opportunity for independent application and critical reflection that demonstrates understanding.



Considered coverage, conceptual, substantive knowledge and procedural knowledge.

See whole school overview and Primary Knowledge Curriculum MTPs



Impact – What data will be reviewed?

- **Pupil conferencing** – know more, remember more and explanation of substantive knowledge and concepts
- **Subject Leader Book Looks** - focus on high quality outcomes
- **Subject Leader Planning Looks** – Ensures both breadth, depth, NC expectation and sequential learning
- **Subject Leader Teaching Looks** – Identifies quality of application of pedagogical approach
- **Teacher Assessment** – identifying challenge and support termly judgements
- **DSAT comparative judgements and outcome comparison** – ensuring standards



- What are the outcomes for developing the 'geographer' child at Trinity?

A 'young geographer' at Trinity will be able to know more and remember more as they progress through the geography curriculum. They will understand geographical concepts and have an understanding of the environment that shapes the world that we live in today. They will have developed skills such as problem solving, asking and answering questions, collecting data, testing and evaluating hypotheses as well as developing a sense of intrigue. The children will have developed their wider understanding of the world around them and deepened their understanding of diversity and how all God's people are ultimately connected through space, place and actions. The children will be well equipped to use these skills across other areas of learning that will allow them to progress in their learning as they move to a middle school setting.



Research – Why?

[Cambridge Assessment Conceptual Knowledge](#) – Dr Liz Taylor

[Sweller's Cognitive Load theory](#) – Steve Garnett / Oliver Lovell

[ResearchEd Explicit and Direct Instruction](#) – Adam Boxster / Kirschner

[Rosenshine's Principles in Action](#) – Tom Sherrington

[Visual Learning](#) – Clarke / Hattie

[Retrieval Practice 1 and 2](#) - Kate Jones

[Ofsted Inspection Curriculum Inspection Guidance](#)

[Ofsted Deep Dive Guidance for Subject Leaders](#)