

Intent, Implementation and Impact Statement – Geography
Intent
Learning for Living:

At Brunswick Park, we strive to use our Geography curriculum to prepare young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments on local, national and global scales. Geography starts from the pupil's immediate environment and the child's own impact on that environment. Through visits to the local community and other educational visits we aim to extend children's knowledge through first hand experiences. We want our pupils to build up their geographical knowledge and skills through research and go on to learn abstract ideas by studying countries around the world. We want pupils to learn through a range of resources such as maps, data and field trips. We use a variety of computing resources such as Google, Art Culture Education, Now Press Play, Padlet and Popplet to support and enhance children's learning. At Brunswick our vision is for our pupils to become articulate in expressing their opinions and applying geographical skills and enable them to be successful at secondary school, in further or higher education, and eventually in employment.

Respect: The value of respect is woven through the Humanities curriculum. Our aim is to enable our learners to foster a greater appreciation of the contribution of diverse peoples and cultures. We want children to understand how studying other places and cultures can add to their knowledge and understanding of the world we live in today. This builds empathy and understanding with all peoples and their contribution to our lives today and develops in our learners a belonging and global responsibility. Pupils are encouraged to contribute during discussions, discuss their ideas and learn from each other. We want pupils to learn about different cultures thus developing tolerance and understanding of difference and diversity.

Support and Challenge: All Humanities lessons are differentiated so that all children can access the same learning as far as possible. More able children are given 'Take the Challenge' tasks, in which they use additional skills beyond the learning objective, working in more depth. All lessons are differentiated to cater to children's needs, and teachers plan for all attainment groups. Children with more complex additional needs are supported by the Inclusion team.

Implementation

We implement the topics through weekly whole-class lessons and carefully planned interventions. Teaching is expected to be well-paced and encourage 100% participation. Teachers are expected to regularly refresh their knowledge of geographical and historical skills and to have good subject knowledge of the topics they are teaching to ensure practice remains good. In order for our teaching staff to follow the new National Curriculum 2014 objectives efficiently and fluently, we have adopted a method of 'mapping' geography, showing what will be studied across the academic year from Reception to Year 6. This has been supplemented by a 'Progression of Skills' document which outlines key geographical skills that children should have the opportunity to develop as they are taught units of work.

EYFS:

In EYFS, we relate geographical aspects of children's learning to a Specific Area of the new EYFS Framework – People, Culture and Communities, and the Natural World. Through activities such as collecting postcards from different countries, and educational visits, we help children deepen their understanding as they work towards the Early Learning Goals in this area. Teachers use the age-related statements in the Development Matters document to assess pupil progress and plan appropriate activities.

KS1

For each year group there is a half-termly overview which maps out the programme of study to be taught, breaking it down into a sequence of weekly learning objectives, success criteria and activities. Teachers use these plans as the basis for their lessons, designing specific content, creating activities and sourcing resources. Children who fall behind or are at risk of falling behind are identified and placed into 1:1 or small group intervention to support them to make progress. All activities are differentiated for all children to access and there are 'Take the Challenge' tasks for the more able children. We use a variety of computing resources such as Google, Art Culture Education, Now Press Play, Padlet and Popplet to support and enhance children's learning.

KS2

For each year group there is a half-termly overview which maps out the programme of study to be taught, breaking it down into a sequence of weekly learning objectives, success criteria and activities. Teachers use these plans as the basis for their lessons, designing specific content, creating activities and sourcing resources. Children who fall behind or are at risk of falling behind are identified and placed into 1:1 or small group intervention to support them to make progress. All activities are differentiated for all children to access and there are 'Take the Challenge' tasks for the more able children. We use a variety of computing resources such as Google, Art Culture Education, Now Press Play, Padlet and Popplet to support and enhance children's learning.

Impact

It is our aim to assess children's ideas and skills at the start of the topic by giving them the opportunities to express thoughts, make predictions and explain their reasons. We carry out book scrutinies and assess pupils at the end of each topic (half termly). At the end of a unit of work the Subject Leader will monitor the progress data and will then feedback to the class teacher on areas of strength and points to consider moving forward to enhance children's learning. This feedback is developmental and will support all teachers to provide high quality lessons and skill developing opportunities. At the end of the topic, teachers make a judgement about the attainment of each pupil in their class based on the **skills, knowledge and understanding** that they have demonstrated (orally or written) based on the topic taught. A pupil is

judged as working at either a **Secure, Developing** or **Emerging** stage of development in relation to their age. An attainment code, based on this assessment, is entered on to DCPRO Online for pupils.

EYFS	KS1	KS2
<p>In the EYFS staff observe children and record on Tapestry. Teachers use the collected data and information to plan next steps. The Specific Area of Understanding the World is recorded but does not form part of the GLD judgement.</p>	<p>In KS1, children are assessed every six weeks. There is an assessment sheet based on the topic and pupils are judged Secure, Developing or Emerging stage of development in relation to their age. An attainment code based on this assessment is then entered on to DCPRO Online for pupils. The data is used by the Humanities Coordinator to feedback to the teachers to inform interventions (if needed) for those pupils falling behind.</p>	<p>In KS2, children are assessed every six weeks. There is an assessment sheet based on the topic and pupils are judged Secure, Developing or Emerging stage of development in relation to their age. An attainment code based on this assessment is then entered on to DCPRO Online for pupils. The data is used by the Humanities Coordinator to feedback to the teachers to inform interventions (if needed) for those pupils falling behind.</p>