



Geography: Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Lady Jane Grey, we endeavour to nurture our children's enthusiasm for Geography whilst cultivating key disciplinary knowledge which will enrich their understanding of their own place within the British Isles and the wider world.</p> <p>Through high-quality instruction, our children will develop their understanding of the subject by developing a secure understanding of these fundamental areas of geography:</p> <ul style="list-style-type: none">◇ Map reading◇ Place knowledge◇ Locational knowledge (including our local area)◇ Spatial knowledge◇ Conducting fieldwork: collecting, critically questioning and interpreting data◇ The environment◇ Physical and human geography <p>It is our intention that as our children develop a secure grounding in these areas, they will acquire disciplinary vocabulary which will enable them to express themselves as geographers.</p>	<p>Informed by the <i>National Curriculum</i> (2013) and the findings of current research (e.g. Ofsted's research review, 2021), our Geography programme cumulatively builds pupils' knowledge and skills as they progress through the year-groups where curriculum content increases in range, depth and complexity.</p> <ul style="list-style-type: none">◇ We teach geography in termly blocks using the Plan Bee scheme of work as a platform from which teachers can utilise their creativity, subject-knowledge and understanding of their pupils to teach engaging and inspiring lessons.◇ To ensure that what we teach sticks in the children's long-term memory, we teach geographical knowledge in meaningful contexts and in connected ways. We regularly revisit key concepts, and each of our units allows time for practice, retrieval and reinforcement of key ideas.◇ Tasks, resources and fieldwork are adapted to meet the needs of all pupils to ensure they develop an excellent understanding of the key areas of geography.◇ During investigations and in the classroom environment, children will be able to formulate and discuss their own questions and critically analyse a range of sources (such as maps, graphs, images and charts).◇ Teachers use appropriately challenging subject-specific vocabulary in lessons when promoting discussion of geographical concepts.◇ Children's learning is supported by access to a wealth of digital and physical resources: by utilising tools such as old and new OS Maps and Google Earth and visiting key local areas of interest, such as Groby village centre and Bradgate Park so they can experience and contrast human and physical geographical spaces of significance to them.◇ Such investigations aim to promote critical discussion about the interaction between physical and human geography and the ways, and reasons why, rural and urban environments have changed over time.	<p><i>In collaboration with the senior leadership team, we have a dedicated subject leader who monitors the impact of our Geography curriculum through:</i></p> <ul style="list-style-type: none">◇ <i>Pupil interviews</i>◇ <i>Learning walks</i>◇ <i>Work samples</i>◇ <i>Feedback from the teaching team</i> <p><i>We assess pupils' geographical knowledge by using a combination of:</i></p> <ul style="list-style-type: none">◇ <i>Evidence in books</i>◇ <i>Class discussions</i>◇ <i>Quizzes</i>◇ <i>Assessing learning</i> <p><i>We then track pupils' progress using the Sonar tracking system. This enables us to identify which pupils may need support and which may need challenging further as we continually refine our curriculum.</i></p>