



Geography

Intent, Implementation, Impact Statement

Intent

At Chapel Allerton Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at CAPS enables children to develop knowledge and skills that are transferable to other curriculum areas, and which can be and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at CAPS.

Implementation

Geography at CAPS is taught through a mixture of cross curricular topics or discrete units throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic and each subsequent lesson, children convey what they know already. This informs the programme of study and ensures that lessons are relevant and take account of children's different starting points. Children are given clear learning intentions at the start of lessons; often a question-based approach and these are discussed together to consider how they fit into the overarching topic. Consideration is given to how greater depth will be taught and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. The local area is utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Children relate geography learning towards their futures, considering where their geography knowledge might lead them through our clear use of "Corporate slides" at the start of lessons.

Impact

Outcomes in Learning Journey, English, Reading and floor books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key "sticky" knowledge. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. School visits provide further relevant and contextual learning.