

Heron's' Moor Academy

Geography Statement of Intent, Implementation, and Impact

Intent

I am a geographer. I seek to understand the why of where. I study places and the relationships between people and their environments in order to make sense of the world and my place in it. As a geographer, I explore both the physical properties of Earth's surface and the human societies spread across it. I examine how human culture interacts with the natural environment and the way that location and places can have an impact on people. As a geographer, I seek to understand where things are found, why they are there, and how they develop and change over time.

Implementation

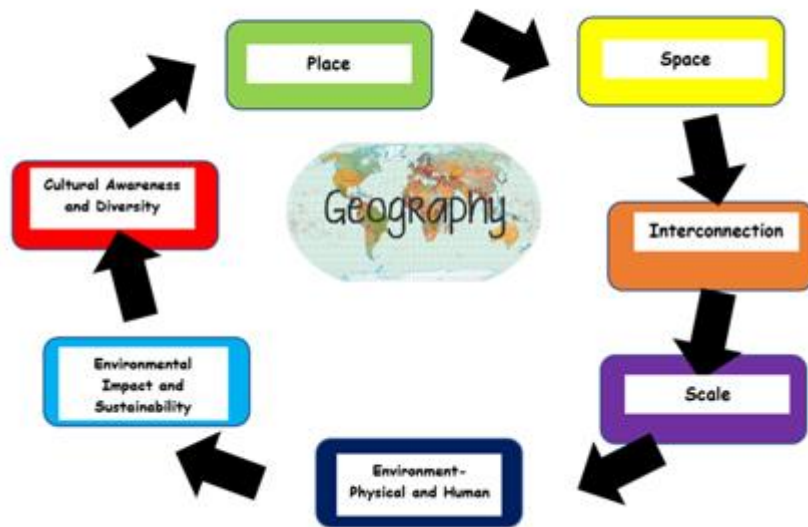
We follow the *I am a Geographer* Years 1-6 CLF curriculum to ensure progression across the school. Through our curriculum children our learning the story of understanding where things are found on earth and why they are present in those places; how things that are located in the same or distant places influence one another over time; and why places and the people who live in them develop and change in particular is geography.

It is taught through seven key concepts: Place, Space, Scale, Interconnection, Environment – Physical and Human, Environmental Impact and Sustainability and Cultural Awareness and Diversity. Each key concept has linked questions to aid the delivery of the curriculum. The key concepts of place, space, scale and environment (human and physical) will be revisited in most geographical contexts year on year. It is more helpful to children to build layers of meaning through a holistic view of geographical contexts; this means when we explore a place, we can also explore the physical and human geography of these places.

This curriculum is coherent, which means it has been carefully considered and each context follows a deliberate order. That order starts with the viewpoint and mind-set of our youngest children, who view the world from their experience and their own location and its immediate surroundings. As our children grow up, the curriculum will invite them to explore the world further, whilst maintaining focus on their local and national landscapes. The further away we travel, the less resources and opportunity we will have to physically visit places and despite technological advances to view virtual 'streets', places at a distance are more abstract to study. Our children will be able to, as geographers, appreciate the disjointed evidence and have a greater chance to 'piece together' bodies of evidence to understand the physical and human geography of distant places.

Working as a Geographer will develop skills in these areas: Mapwork, Fieldwork, Observing, Questioning and Concluding. Whilst these skills remain the same throughout the Academy, the understanding and application of them becomes more complex as the children progress as Geographers.

Our Geography 7 Key Concepts



Impact

- Staff survey to be carried out at end of each year to assess need for support or resources.
- Pupil Voice survey at the end of each year so we can be assured children understand the key concepts of the Geography curriculum.
- Children will be able to articulate what it means to be a Geographer and what skills they need.
- Pupil Voice already shows that children enjoy learning about Geography. They can talk with confidence about what they have learned.
- Ensure children have all used maps and compasses.
- Teachers can use assessment for learning within lessons in order to support and progress children's skills and understanding of Geography, offering verbal feedback where appropriate.
- Progression through a topic will be evident by the development of key skills and the acquisition and understanding of key vocabulary.