

**Horwich Parish CE Primary School**

**Intent, Implementation and Impact Statement**

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| **Geography** |
| **Intent:**  Our vision is through our geography curriculum the children will have opportunities to question, explore and appreciate the ever changing interconnected world they live in with understanding, tolerance, respect and empathy whilst gaining geographical knowledge and skills.  At Horwich Parish the geography subject leader has taken the school’s bespoke curriculum and the school’s mission statement, which were both developed by all staff, to adapt, design and develop an ambitious geography curriculum.  This curriculum is inclusive to all pupils and provides curriculum enrichment activities to allow maximum learning opportunities for each individual child including the disadvantaged and SEND. The geography curriculum has been planned, sequenced and resourced so that new knowledge and skills build on what has been taught before so there will be consistent, coherent and logically sequenced knowledge and development with clearly defined expectations for each topic and endpoints for the end of each key stage.  This geography curriculum is planned to support and encourage our children to independently think, discuss and debate issues and ideas in a considered way giving them confidence, resilience and independence.  Specific topics have been chosen so that concepts, places, case studies and skills can be taught through: the school’s links with the local area, the local special geographical features, the school community, the school’s contacts, our children’s voice and the topical events that interest them. |
| **Implementation:**  All teachers will plan and teach geography using the bespoke geography curriculum including the progressive success criteria, the geography vocabulary progression map, and topic knowledge organisers. All these documents are collaboratively designed to allow pupils from their individual starting points to have opportunities to return, deepen and cumulatively secure previous knowledge and skills from the content of the curriculum whilst helping them integrate new knowledge and skills plus demonstrating this as well.  High quality resources, for example Digimap, and fieldwork are planned into the lessons to support learning.  All teachers have good subject knowledge in geography and they use this to present subject matter clearly, promoting opportunities for discussion, independent thinking and check pupils’ understanding routinely and systematically in all lessons through high quality questioning and feedback.  All teachers adapt their teaching in geography to respond to pupils’ learning needs within and beyond lesson, including all groups of learners (especially SEND and disadvantaged pupils).  All teachers have high expectations of all pupils and ensure that work for the most and the least able is challenging & suitably demanding.  All teachers use assessment in geography well in order to check understanding and inform future teaching. Assessment will be varied from day to day assessment for learning, frequent more in-depth marking or short tests, end of topic assessment linked with the given success criteria, and long term assessment linked with end of key stage expectations. Work will also be monitored by a portfolio of geography work which exemplifies and shares standards and illustrates progress. |
| **Impact:**  The children develop detailed knowledge and skills across geography and, as a result, achieve well. This is reflected in the end of key stage assessments which comply with the age-specific national expectations.  The children’s work across the subject curriculum is of good quality.  The children are ready for the next stage of education. All children including SEND, disadvantaged and more able children achieve the best possible outcomes in this subject. |
| **Future actions**  To continue to develop the bespoke geography curriculum as a working document  To continue to monitor that SEND and disadvantaged children can access the curriculum.  To produce a long term assessment linked with end of key stage expectations for Summer 2021.  To help teachers to develop their knowledge organisers for geography.  To support staff including through CPD in order that they can deliver this curriculum to their best ability. |

**Date: 7/5/20**

**Subject Leader: Sam Hiller**