



Long Meadow School



## Geography

### Intent, Implementation and Impact

#### Intent

At Long Meadow School we strive to provide our pupils with geographic curiosity and instil an interest within them to explore their wider world, gain greater understanding of the Earth's processes and develop responsibility towards their environment. We believe geography is fundamental in provoking and providing answers to questions about the human and natural world. Through cross curricular links and learning experiences, children take pride in their geographical learning and express their creativity in classroom and whole school displays.

Through our geography curriculum, pupils of Long Meadow School develop a deeper understanding of the wider world and the role that they play themselves. They gain a strong foundation in their knowledge and skills so as to be able to apply these to the broader curriculum; not only strengthening transferrable skills that will benefit them throughout their education and subsequent careers but further support their spiritual, moral, social and cultural development.

As a subject, geography is inherently investigative. We value this at Long Meadow School, allowing our children to explore the world around them in order to inspire and encourage them to take ownership of their actions and make changes based on fact and experience. Geography enables our pupils to appreciate diversity of other cultures, people, landscapes and become tolerant, inclusive members of any community they may encounter throughout their lives. We tailor our learning to provide our pupils with a foundation to build on in the future; one built from curiosity and a fascination of the world and its processes - no matter how large or small.

#### Implementation

The programme of study, skills progression and **never stops** are clearly identified within our **Hands, Head, Heart** curriculum document and this sets out how we teach the requirements in the EYFS framework and the National Curriculum. Learning is clearly sequenced and built upon so that children build their knowledge and skills over time, beginning in the Early Years and ending, with us, at the end of Key Stage 2. Geography is taught in blocks across the year so as to achieve an in-depth knowledge and provide pupils with the time needed to use and develop their skills as geographers. Prior to teaching, each unit's key knowledge is identified to ensure progression of skills and to ensure that previous learning is built upon.

At the start of each unit of learning, children are offered the opportunity to explain their prior knowledge and make links on how their previous learning will benefit and support them when tackling new understanding and concepts. Making these links to prior understanding is paramount to fully developing each and every child's geographical knowledge. Teachers at Long Meadow school use this information to inform their planning to ensure each lesson taught is beneficial,

relevant and considers the individual starting point of every child. Through this approach, learning is accessible to and challenging for all pupils. The school is committed to inclusion and adaptations are made to learning when required to ensure that all children make progress from their starting point. Children are supported and challenged in a variety of ways to ensure that all children, including SEND, EAL, disadvantaged and gifted children can achieve their full potential.

We ensure that cross curricular links are utilised effectively and opportunities for wider understanding and concepts are not missed. We strive to ensure children can apply their skills outside of their geography lessons, making connections to their environment in all lessons, particularly through English where we identify suitable and relevant connections and plan accordingly to utilise these effectively. As often as possible, the local area is used to develop deeper understanding for all learners, providing them with physical experiences that make their learning relevant and important. We offer extensive opportunities for outdoor learning to ensure that children can associate their knowledge to the wider world and apply it accordingly. Through this, children understand the importance they play in their community, differences they can make now, and in the future, and appreciate the environment around them; providing them with a passion to be geographical thinkers.

## **Impact**

Geographical understanding is evident through the outcomes and evidence in both geography books and through cross curricular learning. Learning is appreciated and celebrated in whole school displays, highlighting key skills learnt and allowing children to take pride in their achievements. Our outcomes show that Long Meadow School has a broad, balanced and progressive geography curriculum that builds understanding and pushes wider thinking. Exploration and excellent understanding are evident through children's prior knowledge as well as through discussions, presentations and recorded learning. Key knowledge is not only effectively identified and instilled but also regularly recapped and revisited. All learning objectives are succinct so that children are aware of the desired learning outcome and therefore, take ownership and set individualised targets that are relevant and beneficial to themselves. Children make connections and comparisons at the end of each topic, revisiting questions they previously left unanswered. This ensures they see their own progress and gain a sense of achievement from the skills and knowledge they have developed across the unit. Through their time at Long Meadow school, children build on their knowledge, and understanding of the local community and how it fits into a wider geographical context. This is furthered through regular external visits and visitors which instils curiosity and a sense of wonder in our pupils. They also provide essential opportunities for children to explore and use skills they have learnt and makes it relevant to them by contextualising their learning.