



Geography Intent, Implementation and Impact Statement

Intent

Geography helps our children make sense of the environments around them and their place in our wonderful and diverse world.

Enquiry is at the heart of our Geography curriculum. We aim that our children become effective at asking geographical questions before carrying out research, gathering evidence and reflecting upon what they have discovered. Through this we aim for our children to become independently thinking and critical Geographers as they explore the world around them.

We wish to provide our children with the language skills and geographical vocabulary to communicate confidently about the human and physical landscapes that they are exploring.

We aim for our children to become confident in using fieldwork to gain a greater knowledge and understanding of the local area and how their own and others actions may impact the shaping of their local environment. We intend that the children explore our outside spaces and amazing coastal locale to support their knowledge and understanding of their immediate world, and how they are connected to the local area of Cromer and its community.

We intend that our children collaborate while they are learning, so begin to form an understanding that the way in which we, and others feel and think about our environment can alter the way in which our spaces are shaped and changed.

We encourage all our children to look for and make connections between all their geographical learning experiences; and whenever possible other curriculum areas. Using their learning and experiences we want them to gain an understanding of the links and related effects between physical and human processes and activities.

At Suffield Park, our intention is to inspire a life-long fascination and curiosity about the diverse world we live in and the people within it. We want to develop and encourage our children into becoming confident, resilient and ambitious citizens reflected in their attitudes and actions in caring for our amazing world.

Implementation

At Suffield Park our curriculum is planned to enable the children to gain a deep and thorough understanding of their local area and community that lives there. It is planned in a progressive way, allowing the children to consolidate and develop their learning.

In Early Years our teaching activities and learning experiences are guided by the Birth to 5 Matters document. Our final outcomes are based upon the Early Learning Goals. A combination of child-led, adult and group-based teaching form the foundation of our learning.

In Key Stage One lessons are planned and taught discreetly. Teaching and learning is guided by the National Curriculum. A combination of teacher-directed, adult and group-based teaching form the foundation of our learning, so accommodating all learners. Revising and reviewing previous knowledge is integral to all lessons. Encouraging connections with other subjects and current news is intrinsic to our teaching.

In both Early Years and Key Stage One our Power of reading texts can provide a starting point for our enquiries and questions. From these further reading opportunities are promoted and encouraged. Related resources such as atlases and information texts about different places are readily available in our classes and Library for the children to read and enjoy.

We use our local area, community and National Trust grounds to support our geographical knowledge, understanding and skill development. This outside learning allows for memorable experiences which stimulate and excite our children.

Our lessons adopt an enquiry based format, whereby a question is formulated and then answered. The answer to the question may be found using different skills including reading information texts, maps, using atlases, interpreting aerial photographs and collecting and interpreting information using fieldwork. The children are encouraged to look at and present their information both independently and/or collaboratively, yet critically so they form their own opinions and reflect upon their findings.

Within the progression document key vocabulary is provided to ensure that the correct terminology is taught. Where appropriate new words may be introduced too.

Our local area provides us with great opportunities for Geographical fieldwork, which helps the children to discover their sense of place. Our children use the school grounds, local town, beach and Sheringham Park to expand their location and place knowledge and to explore and observe the effects of human and physical processes upon local Geography. We make the most of our unique setting and incorporate a local and personalised element to our curriculum in order to provide the children with the hands-on experience of being a Geographer.

Impact:

- Our children are excited and inquisitive about the World they live in.
- Children will meet the relevant Early Learning Goals including Understanding the World Early at the end of Reception.
- Children will be open to asking and answering questions about the natural and human worlds using a rich vocabulary that they have acquired as their learning has developed.
- Children will have a greater understanding of how places, people and environments are connected.
- Children will gain a sense of responsibility for caring for the world they live in.
- Children will have a good foundation of Geographical learning to build upon in Year Three and beyond.