Worth Valley Primary School
Intent, Implementation and Impact

Geography

Intent – Our Aims for our Geography curriculum at Worth Valley.

As Geographers at Worth Valley, our children will develop a sense of belief that they can achieve anything they want to. Geography is pivotal at Worth Valley as children understand the many opportunities and careers available to them not just in Keighley but in the UK and beyond. Becoming an ambassador school with the Yorkshire Dales National Park has been crucial in optimising the experiences that all children receive. All children will experience multiple visits to areas of outstanding natural beauty in the Yorkshire Dales throughout their time at Worth Valley. We aim to prepare our pupils for life by teaching them to understand how physical and human Geography interacts and affects our daily life. We also invite parents to attend a fully funded residential in the Yorkshire Dales which helps to inspire not just the children in our school but whole families too.

At Worth Valley, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The children will to learn about their local environment, where they live in Keighley and then extend this, exploring the UK, within Europe and the wider world. In Year 6, during 'The Travel Plan' topic, children will learn to map out various routes around their local area. This gives our children the skills; knowledge and a confidence boost to successfully navigate around their local area as preparation for becoming more independent when at secondary school.
The knowledge we give our children during Geography lessons at Worth Valley inspires them to have curiosity and understanding of the complex world in which we live, appreciating differences and celebrating our richly diverse world!

The national curriculum for geography aims to ensure that all pupils:

- **develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes**
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- **collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes**
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. (The National Curriculum).

Implementation

Geography is taught for one half a term every term and units are structured to allow children to focus on developing their knowledge and skills, studying each topic in depth.

Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world. We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year.

Location knowledge, fieldwork and map work are woven throughout the Geography topics. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum. In-depth fieldwork opportunities are greatly amplified throughout bespoke local area units where children go out into the field to conduct observations, surveys, investigations and field sketches. The use of maps and compasses enhances this experience.

At the start of each unit, children will review previous learning and will have the opportunity to share what they already know about a current topic. In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous units as well as previous lessons.
Children are given a knowledge organiser at the start of each unit which details some key information, key questions and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and are used as a reference document.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic and End of Unit Outcomes allow key skills and knowledge to be embedded. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

Impact

The impact of this geography curriculum design, will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Worth Valley reaching at least age-related expectations for Geography. Our Geography curriculum will also lead pupils to be enthusiastic Geography learners evidenced in a range of ways, including pupil voice and their work. Upon leaving Worth Valley Primary School to embark on their journey to Key Stage 3 learning, children will be equipped with the skills, knowledge and understanding to confidently continue their geography learning journey for the next stage of their education.