

- **Intent:** your curriculum plan, including its design, structure and sequence
- **Implementation:** how you teach and assess your intended curriculum
- **Impact:** the outcomes for your pupils as a result of the education they've received

### Why do we teach it?

- In the Helen Allison School, we believe that a high-quality geography education inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- We recognise that children are naturally interested in the world around them and geography provides an ideal means to develop their knowledge and understanding of the world they live in. The knowledge and skills taught within the curriculum supports the children to develop their sense of self, sense of others and sense of the world.
- Geography also encourages children to consider contemporary issues such as sustainability, resource management and equality, and promotes skills that will be transferable post-education.

### INTENT - What we are teaching

- The geography curriculum at Helen Allison School starts with the early learning goals of the **Springboard Curriculum framework** related to Understanding the World, Curriculum Maestro (primary curriculum) in KS1/2 (and currently in KS3 too) with the intention to move to the KS3 Geography Curriculum in the next academic year.
- The attainment targets of the national curriculum are covered throughout key stages 1,2 and 3, with many revisited to on multiple occasions, developing progressively and sequenced in a way that builds on understanding term by term and year by year. This ensures that by the time children leave the school they have developed the necessary knowledge and skills of geography to effectively prepare them for the next stage of their education.
- Schemes of work have been created for each year group from year 1 to Year 9; these provide the opportunities for children to investigate and interpret a range of geographical locations in Britain and across the wider world.
- Additionally, the curriculum requires children to engage mentally with questions about people, society, environment and the planet.
- Children will learn to identify, assimilate, analyse and communicate data of various kinds. They will manipulate maps, diagrams, numbers, graphs and images, contribute to structured talk and debate, and write for a variety of audiences.
- In the Classroom, we recognise the important role that display has in the teaching and learning of geography. Every class has a geography display to support and reflect current learning.

### IMPLEMENTATION - How we teach it

- Our schemes of work have been arranged into a long-term plan by the Geography Subject Leader which shows coverage across the school from Year 1 to Year 9.
- The schemes of work also contain the key knowledge, concepts and vocabulary needed to support teachers with their subject knowledge.
- All documents created by the Subject Leader are saved into the Curriculum folder within the Teacher Shared Drive.
- Class teachers in primary and Subject Leader in KS3, use the schemes of work (Curriculum Maestro) to create lesson plans and resources adapted to suit individual pupils' needs.
- The class teachers in primary together with the Subject Leader, saves these plans, for review, discussion

and monitoring purposes, in Shared Drive. The Subject Leader will take overall responsibility for ensuring effective planning and consistency of approach by teachers in accordance with this policy.

### Cross Curricular Geography

Children are provided with further opportunities to make links with other areas of the curriculum and recall ideas and concepts in other subject areas. Where possible, geography is woven into History to ensure children have a good understanding of places and how changes have occurred over time. This could take the form of children remembering locations studied in geography which are linked to the historical concept being taught.

### Time Allocation

- Geography is taught discretely for approximately one hour per week across both key stage 1 & 2 and 80 minutes in KS3. In the classes that follow Springboard Curriculum, Geography is taught weekly through direct teaching or continuous provision. In both settings, the subject is taught alternate half-terms.

### IMPACT - What is working

- There is a long-term and medium-term plan for each year group broken down into an 'I can' set of statements alongside a **Progress Journey** document, to show progression across subject.
- Teachers use the Progress Journey to support progression of skills and knowledge for children and to implement strategies to support those students that are doing well or who need more support.
- At present, we are in the process of becoming familiar with the **Curriculum Maestro** assessment tool. We will use the attainment targets of the National curriculum to assess the children's progress in Geography.
- The attainment targets are incorporated into the geography schemes of work for each year group across the school year. Also, the schemes of work contain assessment questions at the end of each unit, which teachers can use as a basis for assessment.
- The data will be analysed regularly by the Subject Leader; enabling the identification of areas for development across the school, including training needs and resource implications.

### Subject Leader Actions and Impact

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
<p>The implementation of Curriculum Maestro, framework for Geography across KS1, 2 and 3, has given to the school some consistency and progression in the knowledge and skills of a variety of topics, throughout the whole school.</p>	<p>With the Maestro framework in place for a third year, a provisional assessment tool in place in the near future and better understanding of the importance of Humanities in our students lives, we will:</p> <ul style="list-style-type: none"> <li>- provide students with a better understanding around protection of their environment</li> <li>- deliver learning about people, how they live and their culture</li> </ul> <p>We can provide these skills and knowledge for the wide range of students we have at the school in many cases by just allowing them to experience them, observe and talk about it (CBE).</p>	<p>Embed an assessment tool adequate for the needs of our students at the HAS.</p> <p>Develop clear Humanities pathways that will take in consideration our students' needs and interests.</p>

	<p>Local visits will take place frequently or regularly throughout the year or over a specific period of time e.g. visit historical sites, museums, local area, etc</p>	
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