



Manland Primary School-Intent, Impact and Implementation of Geography



This document outlines how our school community work together, to ensure a rich and engaging Geography curriculum for all learners across the school.

Intent	Implementation	Impact
To have a clear progression document for geography that maps the skills taught across all year groups and shows how we build on skills taught in previous years.	Teachers are clear about which skills to teach in each topic they cover and therefore teach high quality lessons which build on children's prior knowledge, skills and understanding.	Pupils at Manland are able to articulate what they have learnt, new discoveries they have made and how their new learning links to previous learning.
To place value on a depth of understanding of both physical and human geography.	Our teaching staff ensure that the learning has full national curriculum coverage and that pupils are challenged to deepen their understanding through the use of practical activities and local trips.	Evidence of learning shows the breadth and depth of knowledge and understanding (including geographical language) through differentiated work.
To ensure that we teach a skills-based curriculum based on best practice.	Teachers undertake continual professional development to develop their skills and stay on top of new developments in the subject. This information is shared across year groups. Assessment for learning within lessons helps teachers assess children's understanding of key geographical skills and challenges them when they are ready for their next steps.	Teachers are confident in their subject knowledge and ability to deliver lessons based on investigation. Children are supported to make good or better progress in geography based on their individual starting points.
To create the opportunity for cross-curricular learning and teach subject specific skills.	We include cross-curricular learning in our planning, including extended writing and the relevant application of maths. Research skills and the application of this understanding is taught across year groups.	Evidence of learning shows the application of geographical terminology and a direct link to other subjects such as statistics (maths) and the development of locations (history).
To ensure that children are taught about geographical locations and features that take into account their diverse interests and backgrounds.	Staff use elicitation activities at the start of each topic to tailor the learning to the interests and backgrounds of the cohort. Topics across the school incorporate a wide range of geographical locations and features.	The learning shows that, within the guidelines of the national curriculum, the children study a range of locations and features and this is built on across the year groups as children progress through the school.
To monitor the progress of all children through regular monitoring of work in books, lesson plans and teaching.	An ongoing monitoring cycle triangulates book looks, planning monitoring and teaching observations to ensure that all skills are taught to the required breadth and depth.	Results of monitoring are fed back to teachers to ensure consistency and moderation of teacher assessments are evaluated termly to feed into the subject action plan.