

Geography Intent, Implementation and Impact at HSM

'Everything has to do with Geography.' (Judy Martz)

As a person who can find almost anything interesting, I love Geography! I have a first class Geography degree from Exeter University, a Geography PGCE and have run a very active Geography Department. As such, I am in a good position to lead the subject at HSM's.

The KS1 and KS2 National Curriculum states that:

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.' (National Curriculum - Geography key stages 1 to 2)

Intent and Implementation:

What are my ambitions for Geography at HSM and how will they be realised?

- **Awe and wonder** should be at the heart of Geography. The subject should be brought to life. The Geography curriculum at HSM encompasses the school's objective to 'excellence, care and fun for all'. Regarding the sometimes-contested issue of engagement and enjoyment in lessons, Myatt (2018) argues that: 'Perhaps, best of all, it injects a spirit of enjoyment into the lesson. If we can see where this links to the wider picture, we can often make other connections which make sense and are often enjoyable.' Geography should continue to be learnt in creative ways: through art, music, dance, drama and science. HSM's is brilliant at inspiring and engaging learners in creative, active and fun ways and making any learning accessible for all. One way we do this is through 'Wow' Days and 'Specialist Weeks'. A 'Wow Day' introduces the children to a particular topic to generate curiosity and enthusiasm. A 'Specialist Week' is when the children spend a week immersed in a particular topic, for example, the 'Let's Go' Specialist week in



the Summer Term of 2021 – during the travel restrictions of Covid 19 - where children 'flew' to a place(s) and learnt in depth about it.

- The Geography Curriculum at HSM's should continue to be **broad and ambitious**, covering a wide range of places, societies and cultures (diversity). Myatt recognises the importance of a well-planned curriculum in making links clear to children. What are we trying to work out? How does it connect with past and future learning? As the children's knowledge of Geography expands, children should be able to compare different geographical places, spaces and events. Geographical topics should be introduced by giving a detailed context. The geographical content should provide in depth geographical knowledge, rather than a whirlwind snapshot: pupils should be able to talk about the place, issue, culture or process they have studied. In 'Geography Through Enquiry' (2013) Margaret Roberts highlights the importance of planning our curriculum so that students can make sense of their learning and making links between what they already know and what they are learning. Planning objectives should consider what Geographical Knowledge and Skills are important for the children to learn in the topic. Teachers at HSM are mindful of the fact that the Geography we teach at HSM is the precursor to KS2 and KS3 Geography, which expands on the knowledge and skills learnt in KS1: chiefly 'Locational Knowledge', 'Place Knowledge', 'Human and Physical Geography' and 'Geographical Skills and Fieldwork'.
- To further promote learning of **Geographical Skills** – particularly 'Geographical Enquiry', Map Skills and the Fieldwork in the local area, including the school grounds. To this end, I have ordered various resources for the school, including age-appropriate atlases, a giant aerial photo of the school and a set of compasses, as well as various maps of interest. The focus of one of my recent 'Learning Walks' was to look at the teaching of Geographical Skills in each classroom (see the 'Learning Walk' section of my subject folder). I have shared various books with staff, including the following: 'Behind the Bkesheds: using the school grounds for Geographical fieldwork', by Shelley; 'Geography through Enquiry by Margaret Roberts and 'Primary Geography' journals. The school has now joined the 'Geographical Association' which provides a wealth of information and CPD courses. My Geography PGCE focused on learning through enquiry and objectives were often questions, rather than statements. This is something I would like to consider introducing on occasion across the school. Geographical Vocabulary should be introduced in progressive stages across the school and this is an area I wish to delve further into. I would also like to introduce further **GIS** (Geographic Information Systems) and train staff on their use. For the 'Let's





Go' Specialist Week, I encouraged staff to use Google Maps. The NC states that children should be able to:

'Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.' (Geography programmes of study: KS1 and 2)

Along with exciting new atlases and globes, I would like explore more interesting ways to teach 'Place and Locational Knowledge' at KS1, for example learning the world's seven continents and oceans;

- Geography is the subject which holds the key to our future. I would like there to be a greater emphasis on the **'here and now'** – as well as **environmental issues**, (obviously strongly interrelated). The school now subscribes to the children's journal, 'First News' and Newsround is often shown. Geography should be 'alive' and the children should be able to relate to it. In this way, children can feel empowered, become responsible global citizens and have a clearer understanding of how they can play a positive role and be an ambassador for our world. This is particularly important as children often recount rather scary, gloomy facts they have picked up and this can genuinely raise their anxiety. Geography as a subject supports any study in PSHE of Citizenship, Politics, Current Events and Wellbeing. When I led the School Council, environmental issues were part of the School Council's responsibilities and the team of children helped to introduce recycling bins in each classroom and to run a competition to create recycling labels for the new bins. Over Covid19, recycling has declined in the school, and this is something I wish to address;
- To **generally promote the subject** across the school - part of my Action Plan, through for example displays (the 'Let's Go display outside the school library and the giant aerial photo of the school in the KS1 corridor). I have recently joined the Geographical Association and am passing on relevant information to teachers: the GA's magazine and website provide a wealth of information.
- I am thinking about applying for the Primary Geography Quality Mark when we are ready! (<https://www.geography.org.uk/The-Primary-Geography-Quality-Mark-PGQM>);
- To continue to work alongside other subject leaders within the school, to ensure **cross-curricular links** are taken advantage of. As part of 'Biodiversity Day' 2021, the children joined forces with Emily Roads, the Forest School





lead, to make newspaper plant pots and seed bombs which they took home to spread the word (and seeds!). Sky 2 have just pulled out the dying sunflower heads in their class flower bed and will use these to make bird feeders.

- To continue to invite **specialist speakers**; for example the talk given by a biodiversity expert as part of 'Biodiversity Day'.
- Encourage any necessary **staff training**, including my own: I am keen to go on the GA's CPD Course about Primary Geography this autumn.
- I would like to do some **research** involving 'Pupil Voice', for example, to ascertain what Geography the children would like to know more about and what Geography learning they have enjoyed. I would also like to survey staff and be mindful of the fact that any changes to the Geography Curriculum need to be brought in with respect to varying viewpoints and to staff workload. A Microsoft Form survey was used during lockdown to Microsoft Form to ask the children which of five islands they wished to study in depth in the next 'Home Learning' section of their curriculum.

- HSM is passionate about focusing on the child as an individual and in this way, all planning incorporates activities which allow **SEND children** to access the curriculum. For example, resources may be differentiated or adapted to suit different learning styles and challenges. Each class has a broad programme of interventions to assist any child who needs additional



Impact:

What will the outcomes be? How is the impact measured?

- The impact of the above intentions and implementations will be a 'buzz' around the teaching and learning of Geography in the school. 'Pupil Voice' research will demonstrate the knowledge children have gained and their knowledge and understanding of Geography. Pupils should be able to talk in depth about an aspect of Geography, for example, discoveries they have made in the school grounds, or results they have displayed as bar graphs etc in J2E.
- Geography is not formally recorded on our Assessment tool - 'Insight'. Instead teachers will make formative assessments as the Geography topic progresses. Feedback is provided to parents and in reports at the end of the academic year.
- Geography equips learners with the ability to hypothesise, question and investigate as well as to form opinions, based on evidence. This skill should be evident in learning across the school, whatever the objective.
- The subject should have an impact on Wellbeing that is obviously can't be measured: children should feel empowered to tackle issues that worry them and be able to assert their opinion and take responsibility.

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