

GEOGRAPHY AT COLPAI: INTENT, IMPLEMENTATION AND IMPACT

INTENT

COLPAI's Geography curriculum inspires children to be curious about the world and the people in it. The curriculum provokes and provides answers to questions about the world's natural and human aspects and these aspects' interconnectedness: children learn about how environments impact people's lives and the impact people's lives have, in turn, on the environment. Our pupils develop their observational, questioning, and investigative skills through high-quality teaching and meaningful, memorable experiences beyond the classroom. The COLPAI curriculum is designed to ensure that pupils are equipped with knowledge about diverse places, people, resources and environments, both natural and human. It deepens their understanding of the Earth's key physical and human processes. Our Geography curriculum enables children to gain knowledge; expand and apply their geographical vocabularies; form opinions substantiated by fact; engage in sensory experiences; understand the causes of geographical change; consider different viewpoints; and develop empathy for other people's personal geographies. Through Geography, COLPAI cultivates its pupils' attitudes and values while building their knowledge, thus supporting their personal development. Geography helps COLPAI children become keen problem solvers; engaged local and global citizens; balanced and open-minded thinkers; and confident decision makers.

IMPLEMENTATION

Our Geography curriculum is designed to ensure that children develop the necessary skills, knowledge and understanding across the three core areas of human, physical and environmental geography. Our Geography curriculum map sets out the learning objectives for each year group in reference to the National Curriculum. Geography is taught in blocks throughout the year. This allows children to focus intently on their geographical study. They have sufficient time to discover and pursue their curiosity; deepen and consolidate their understanding; and rehearse and refine skills. Sometimes, units of work link deliberately to other current areas of learning, such as a Literacy core text, a Science study or an RE enquiry; these links are intended to create immersive learning opportunities and are never made at the expense of quality teaching and learning in any subject. The subject leader for Geography has identified the key knowledge acquired and skills developed through each unit of work. These are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Teachers share with children, sometimes in reference to their 'Geography at COLPAI' frontispiece, when a specific lesson's content or activity calls on or relates to knowledge and skill acquired in earlier units, years or key stages. Thus, the children make connections and have a clear sense of their journey as geographers.

Each cohort's prior knowledge and personal experience of relevant places are discussed at the beginning of every new unit of work. Teachers and pupils are supported with unit organisers which feature and illustrate key topic vocabulary; these also constitute a useful assessment for learning tool, detailing the questions pupils should be able to answer at each stage in the sequence of lessons. Working walls are developed to additionally reflect and support pupils' current learning journey, while world and 'zoomed in' maps are displayed and referred to throughout the school to foster pupils' awareness of place, space and scale. Our Geography provision is well-resourced and specific non-fiction texts are

mapped to each year group and unit of work so pupils may undertake further, independent study. Throughout units of work, children themselves devise questions for the low-stakes quizzes which are used by teachers, alongside assessments against learning objectives and success criteria, to rigorously check key knowledge and identify any consolidation necessary.

Every individual lesson has content that is differentiated between, and within, year groups so that learning is always age-appropriate and high expectations are maintained. The subject's purpose and value are discussed and emphasised at the start of each lesson in Key Stages One and Two. Lessons are planned to promote different levels of learning. Questioning, for example, is used both to promote higher order thinking (evaluative, creative and innovative) and to prompt recall. Our whole-school oracy focus underpins our vocabulary-rich Geography curriculum. Teachers provide opportunities for discussion and investigation to support the development of vocabulary, which is explicitly taught and modelled by teachers in every lesson. Key geographical knowledge and language (such as, the name and location of continents, countries, capital cities and oceans) is revisited frequently, to make learning memorable, relevant and easy to retrieve. Engaging written, investigative and other outcomes are designed so that children can apply and rehearse their knowledge and skill, while teachers support and accurately assess their progress against geographical success criteria. We use writing in Geography as an opportunity for children to 'show what they know'. Cross-curricular outcomes in Geography are specifically planned for, often with dual or combined learning objectives and success criteria. Children are frequently asked to call on and develop skills regularly deployed and potentially deployable in other subject areas.

Tasks are selected and designed to provide appropriate challenges to all learners and to develop independent working and confidence, in line with COLPAI's commitment to inclusion. All teachers, regularly supported by the subject leader and the school's SENCO/Inclusion Manager, adapt their Geography teaching to ensure every COLPAI child becomes a thriving geographer.

Extensive opportunities for learning outside the classroom are created. In their first unit of Geography work, for example, Year One pupils explore, create plans of and plot routes around their classroom, the school grounds and the immediate local area. In the summer, they visit the seaside to interact, both physically and emotionally, with their current place of study. All teachers in Years Two to Six work with facilitators from the Field Studies Council to design and deliver annual field work experiences.

Learning walks; work scrutinies; professional dialogue, including between leadership and teachers; and pupil voice interviews ensure that Geography teaching fulfils the requirements of the National Curriculum and that implementation matched intent. The subject leader, who has undertaken CPD through the Geographical Association and the National College, ensures that teachers are equipped with detailed, accurate and contemporary subject knowledge and unit and lesson level.

IMPACT

The impact of our Geography curriculum is measured through various means: we mark children's work, assessing their outcomes against subject-specific learning objectives and success criteria; listen to child-led discussion; interview pupils across the school about their learning; conduct learning walks and work scrutinies; hold regular low-stakes quizzes; and use images of practical learning and pupil voice captured in those lessons. These efforts to gauge impact evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage: locational knowledge, place knowledge and human and physical geography. This is further to the development and application of key skills, supported by fieldwork, including in partnership with the Field Studies Council.

Since pupils' attainment and progress in Geography are monitored regularly, teachers, in partnership with subject and inclusion leaders, can be responsive to individual and group needs. Children engage fully with Geography and are highly motivated to learn more about the world around them; our great hope is that many will continue to take interest in the subject as they move into secondary education. Children's exceptional knowledge, skills, and understanding of Geography are celebrated on Working Walls and on 'gallery' displays. Effort and achievement in Geography are celebrated through progressive 'bronze', 'silver' and 'gold' awards in Key Stage One and children are named 'Geography Gurus' through systems for subject-specific praise in Key Stage Two. Our curriculum has helped children to learn about the world and to develop positive values, including environmental responsibility, which is reflected in pupils' keen environmental activism, championed by our child-led Eco Committee. Children talk confidently about their learning, and we have developed a culture of high expectations and achievement in Geography across the school. Teachers have a clear understanding of good practice in the teaching of Geography and work collaboratively to continuously develop and improve our outstanding curriculum.

When COLPAI children leave us in Year Six, they will be keen geographers who:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.