



William Stockton Primary School

Geography: Intent, Implementation, Impact Statement



Intent

The intent of our Geography curriculum at William Stockton is to ignite a lifelong curiosity about the world and to foster a critical understanding of diverse landscapes, cultures, and societies. We aim to provide our pupils with the knowledge and skills necessary to navigate their local and global environment effectively. Our objectives are to:

- Cultivate a sense of place and space, enabling children to understand physical and human geographical concepts.
- Encourage critical thinking about global issues such as sustainability, climate change, and cultural diversity, linking these themes across the curriculum.
- Instil a sense of responsibility as global citizens who are aware of their impact on the environment and society.
- Foster skills in geographical enquiry, fieldwork, and the interpretation of various sources of information, including maps, photographs, and technological tools.

We strive to ensure that our teaching promotes inclusivity, allowing all pupils, regardless of background or ability, to engage with and succeed in Geography.

Implementation

To effectively deliver our Geography curriculum, we employ a range of strategies that align with the Ofsted framework for excellence:

1. **Curriculum Design:** Our curriculum is structured around the National Curriculum and further enriched with locally relevant themes. Key topics such as map skills, contrasting localities, and environmental change are embedded across year groups, ensuring a progressive build-up of knowledge and skills.
2. **Interdisciplinary Approach:** Other subjects are woven into Geography. Reading, Writing and Maths skills are of high importance as they support the geographical skills needed to succeed within this discipline. Historical knowledge is also woven through the subject as children look at changes over time.
3. **Engaging Pedagogy:** We use a variety of teaching methodologies, including direct instruction, collaborative projects, and outdoor learning experiences. Field trips to local landmarks and natural environments enhance experiential learning and bring classroom knowledge to life.
4. **Assessment for Learning:** Regular assessments are implemented to track pupil progress and inform teaching. Summative assessments enable us to evaluate the

effectiveness of the curriculum and adapt where necessary. Feedback is timely and constructive, fostering a growth mindset in our pupils. Teachers use retrieval activities to support the children in remembering the knowledge that they have been taught.

5. **Professional Development:** Ongoing training for staff to stay abreast of the latest geographical studies and teaching methods ensures high-quality delivery. We partake in collaborative planning sessions and peer observations to promote best practices.

Impact

The impact of our Geography curriculum is evidenced through:

1. **Pupil Outcomes:** Pupils exhibit a high level of engagement and enthusiasm for Geography, demonstrated through their inquisitiveness, collaborative skills, and ability to articulate their learning. Assessment data shows that the majority of pupils meet expected levels of attainment and that there is huge progress from their starting points.
2. **Cultural Awareness:** Pupils develop a profound understanding of cultural diversity and are able to demonstrate empathy and respect for different ways of life. This is illustrated through their projects and discussions that reflect an awareness of both local and global issues.
3. **Outdoor Learning:** Direct experiences in the local environment have proven to nurture a strong sense of community and ecological awareness among pupils, as they learn the importance of sustainability through practical engagement

In conclusion, the Geography curriculum at William Stockton is designed to inspire pupils to explore and understand the complexities of the world around them, equipping them with the tools necessary for their roles as informed and responsible citizens.