

Intent, Implementation and Impact in Geography

At Dover Park Primary School, geography education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography by: providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to 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. (The 2014 Primary National Curriculum in England)

Geography teaching at Dover Park Primary School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

Intent	Implementation	Impact
<ul style="list-style-type: none"> • To inspire pupils' curiosity to discover more about the world • To enable children to know about the location of the world's continents, countries, cities, seas and oceans. • To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • To help children understand how the human and physical features of a place shapes its location and can change over time • To provide opportunities to study mathematics across the curriculum through geography lessons 	<p>Geography is taught in blocks across year groups in the school. When planning the delivery of the geography curriculum, teachers will:</p> <ul style="list-style-type: none"> • Provide a rich geography curriculum to promote children's engagement with the subject • Provide opportunities for children to learn about the location of continents, countries, cities, seas and oceans • Ensure that pupils are given tasks to learn how to use and interpret a range of sources of information throughout each year group • Reinforce geographical terminology so that children understand the meaning of key geographical words • Explicitly teach the difference between physical and human geography • Provide tasks which allow children to see how human and physical features can change over time • Ensure that pupils have the opportunity to compare and contrast the physical and human features of different locations. • Provide opportunities to learn outside of 	<p>Children will:</p> <ul style="list-style-type: none"> • Develop a curious interest in discovering more about the world • Have a secure understanding with regards to the location of the world's continents, countries, cities, seas and oceans • Be able to interpret a range of sources of geographical information with increasing confidence. • Understand the difference between human and physical geography • Be able to compare and contrast features pertaining to human and physical geography • Link geography with their mathematical understanding • Use subject-specific vocabulary in their writing • Secure the application of their knowledge in written work • Be able to verbally express their understanding with confidence • Respond to subject-specific targets • Improve their levels of attainment in the subject • Identify links across different locations (locally, nationally and world-wide) recognising similarities and differences

the classroom and participate in educational visits. These have included (but are not limited to):

- *A local area walk (identifying places of geographical interest)
- *Isle of Wight bus tour
- *Amazon World
- *East Dene residential (mapping skills and coastal focus)
- *London Residential