

# Intent, Implementation and Impact

## Geography

### Intent

We want children to not only develop an understanding of the area, and indeed the world, in which they live but also to imbed a life-long interest and sense of responsibility for their environment.

Children should have an understanding of where they live within the world and how this affects their lifestyle and surroundings. They should be able to make comparisons between their lives and those in other locations and explain reasons for similarities and differences.

Children should understand the way in which the world is made – continents and oceans, and how this affects the weather, and therefore the land use, plant growth, wealth, stability and deterioration of the land.

### Implementation

#### Locational Knowledge

Children recap their understanding of the Local Area from KS1 in Year 3 before focusing on more in depth work conducting fieldwork based in the local area and then expanding outwards to find out about regions and counties in the United Kingdom.

In year 4 they will then revise their work on continents and oceans from KS1 and their work on the UK in Year 3 before focusing in on Europe and a Scandinavian country for an in depth comparison study.

In every year group children gain experience of using maps, atlases, online resources such as Google maps and aerial photographs to glean information about topographical features such as mountains, hills, rivers, and coastlines but there is a particular focus on this in the Year 3 topic of Great Britain. Within this topic they also further develop their understanding of their location within Great Britain, it's counties and local land use and how this has changed over time. This is further developed in Year 5 with the Rivers Topic including a trip on the local canal and Year 6 when they learn more about the causes and consequences of volcanoes, earthquakes and so on.

#### Place knowledge

Year 3 look at our local area and it's place within our country. Year 4 then compare our area to a Scandinavian country looking at similarities and differences between physical features and the impact this has on the human features too. They directly compare the location, landscape, culture, tourism, weather and lifestyle of these two areas. In 2019 this comparison topic focused on Venice and included have a virtual tour of Venice through VR headsets as well as the use of photos, videos, maps and visitors detailing their personal experiences.

These areas are then compared to South America through the Rivers and Rainforests topic in Year 5 where there is a specific focus on the Amazon River and Rainforest compared to our local river and canal system. Through the exploration of issues such as deforestation they also become aware of how their own decisions / purchases / consumption choices can impact the wider world around us.

#### Human and physical geography

Every year group studies the human and physical geography of their particular focus area / country. This starts in the playground with Year 3, identifying human and physical geographical features within their sight and then they look at paper and online maps to identify a range of these in the local area as well as the country as a whole. Through the use of visits, maps and atlases, other year groups also focus on physical geography but with their own particular focus be it comparing the local area to a European area in Year 4 to an indepth look at rivers in Year 5.

Again, every year group explores the human features of their particular focus area looking at how the physical geography elements affect the types of land use and settlement but Year 5 pay particular attention to this. Through the Rainforest topic, they explore how land use has

changed over time, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water, and the affect this has had on the surrounding environment.

#### Geographical skills and field work

In Year 3, children look at a range of maps, atlases and globes. They create their own simple maps and use keys. They conduct research in the local area and suggest ways to improve it as a result. At first the children are introduced to 4-figure grid references on maps and in Year 6 they consolidate this knowledge and some move on to giving 6 or 8 figure references.

Children can use the orienteering resources around the school grounds to build on their knowledge of maps.

In different year groups there are different locational studies using different maps and field studies relating to traffic surveys, land use (including shop surveys) and environmental surveys.

#### **Impact**

Children are able to develop their Locational knowledge in stages, gradually building on what is familiar to them and through constant repetition of some key elements they can gain a secure understanding of the world as a whole.

Parents often report their child's desire to visit another location after a unit of work has been completed and indeed we have had families e.g. visit Venice after their child developed such a love for that area!

Children become very passionate about conservation and become far more aware of how their families consumer choices can affect the world.

As the children progress through the school, they are able to ask more probing questions and suggest causes and consequences of natural and human actions on the environment and world as a whole.