

Harlow Inspirational Learning Trust
Intent-Implementation-Impact Statement

Please tick

☐ Henry Moore

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Subject: Geography – Jed Smith/ June 2022

Intent

- To educate children on key areas of geography and how they impact their lives
- To teach children about physical geography
- To teach children about human geography
- To teach geographical skills and field studies in a constructivist way
- To develop independent explorers who use their imagination, ask questions and make predictions
- To teach children about a group of diverse, significant figures in geography
- For children to remember the key information they have learnt in geography topics
- To teach and inspire children about different careers in geography

Implementation

Learning

- Children learn about 1 geography topic per year group, in the Spring term
- EYFS geography is centred around the child's home, school and local environment
- KS1 geography is centred around where the children come from; their local town (Harlow) and country (The United Kingdom)
- KS2 geography centres around world knowledge including continents, countries, capital cities, seas and oceans, etc.
- An enquiry curriculum is used so that each lesson answers one question, which links to an overriding question
- Knowledge organisers are used to support teacher's planning and children's learning
- Each year group has a small amount of knowledge to learn/ remember and skills to learn/ use
- Children learn through varied lesson types
- Subject leader supports teachers at the planning and teaching stage

Retention

- The children revise the information they have learnt through low-stakes quizzes and games
- Trips, visitors, and experiences are used to inspire learning and improve retention
- Cross-curricular activities are used to support understanding and retention in geography

Retrieval

- After a ½ term of no geography children are supported in retrieving the information they learnt previously
- Retrieval techniques include conversations with friends, quizzes, revision of knowledge organisers, looking back through humanities book, the use of information texts and ICT
- Children are encouraged to teach others about what they have learnt through posters, leaflets, and presentations
- Children are assessed at the end of the year, to best measure children's retention of the topic they previously studied

Subject leader role

- Subject leader monitors subject through conversations with teachers/ children, lesson observations and book scrutinise
- Subject leader attends relevant, up to date training to improve subject knowledge and leadership
- Subject leader supports teachers through termly support days and INSET
- Subject leader budgets effectively to ensure children have access to high-quality resources

Impact

- Children enjoy geography and remember what they have been taught
- Children are inquisitive learners, asking questions and wanting to find out more
- Children participate in class discussion and debate in a knowledgeable, confident way
- Children know about key aspects of human and physical geography
- Children are confident to use field study skills
- All children make personalised progress in geography
- Most children meet expectations for their age group