

ASAT Geography Intent, Implementation and Impact

Through each topic, children's knowledge and skill base grows bigger and broader.

Children show curiosity about different places and enquiring minds, asking questions about why a place is as it is and about the processes that have given rise to it.

develop in our children:

Impact

Children are prepared for future learning as geographers at secondary school by the time they leave primary school.

Children develop accurate and precise use of geographical vocabulary.

Cumulative geography curriculum: curriculum planners that collectively build skills and understanding across the school, explicit connections to prior geographical learning through use of 'Previously On ...' British Isles/world maps.

Digital non-fiction Padlets

for each topic, including

headlines, recommended

websites and animations,

supporting critical

reflection on the view of

the world that we are

given by these sources.

Use of carefully chosen

images to develop

children's mastery in

understanding of what a

particular place is like -

'Picturing Geography'

element to each teaching

sequence, beginning with

one image and building up

with further images and

the topic.

maps throughout

Implementation

Immersion activities and provocations to peak children's geographical curiosity.

Range of formative and summative assessment strategies to assess how embedded and tightly connected children's geographical understanding is.

Opportunities to develop mastery of concepts through making comparisons at different scales.

Intent The development of our geography curriculum is underpinned by our intent to

- A sense of awe and wonder about the people, places, processes and environments of the world.
- A deep, embedded conceptual knowledge and extensive geographical vocabulary, which they draw on to give substance to their opinions.
- Increasing geographical fluency and competence in geographical skills.
- The ability to read, write and think critically as geographers.
- A growing awareness of their own cultural identities and personal geographies.
- An appreciation of the diversity of cultures that exist across continents in today's world – and the ability to empathise with the cultural identities and personal geographies of others.
- An understanding of how the environment impacts on their lives and how their lives impact on the environment.
- An understanding of their role in the world and the drive to think and act as responsible geographers and active global citizens.

Bespoke, curated collections of non-fiction texts linked to each topic and whole-class sets of narrative non-fiction to

support disciplinary reading in geography.

Opportunities to learn challenging conceptual vocabulary embedded throughout teaching sequences.

> British Isles and world maps at the front of each child's geography exercise book and large 'scratch-off' world maps to support the development of locational knowledge and a sense of place across the wider curriculum.

Children are literate in the field of geography and are able to communicate confidently as geographers through reading, writing and speaking.

Children understand increasingly abstract concepts and are able to apply understanding of concepts at a concrete, local scale to a global, abstract scale. They understand the interconnectedness of different places.

Children have an understanding of their role in the world and are caring, compassionate and sustainable in mindset. They feel empowered as

decision-makers and

problem-solvers.

Children have a critical

appreciation of

locational knowledge

and a sense of place,

understanding that their

sense and perceptions of

place might not be the

same for somebody else.

Whole-school writing projects designed to empower children to act as responsible geographers and global citizens.

Opportunities to develop and apply their conceptual understanding by writing as geographers embedded within the 'writing spine' for each year group, drawing on opportunities for disciplinary reading.

Participation in DIALLS project across the school – the teaching of dialogue and augmentation and cultural learning through short, wordless films as a means to understand European identities, cultures and diversities.

Children use fieldwork skills in increasingly complex and precise ways.

Children understand how geographical thinking informs everyday decision making.