

Misterton Primary School

Intent, Implementation and Impact in Geography

Intent	Implementation	Impact
*For pupils to know where places are and what they are like. *For the curriculum to promote creativity, achievement, confidence, independence and an inquisitive mind. *For pupils to express excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. *For pupils to gain an extensive base of geographical knowledge and vocabulary. * For pupils to freely enter into discussion, to elaborate and explain themselves clearly, make presentations and participate in debates. * Pupils to take pride in their Geography work, to use cursive script and present their work to a high standard.	*Units of work to be planned follow the national curriculum. * Pupils to develop and have opportunity to regularly and frequently utilise fieldwork skills and techniques. * Geography vocabulary to be displayed in class *Vocabulary and Knowledge Organisers to be used. * Teachers and TAs to support ALL pupils providing intervention, and challenge that individuals require to advance their learning in Geography. * Cursive script to be used and staff to follow the school's handwriting and presentation policies. *Visitors and out of school visits to include Geographical focus *Tickled Pink and Green for Growth marking to be used provide positive support and to direct the pupil on their next steps to improve their Geography work.	*Pupils will have a strong awareness and enjoyment of Geography. *Pupils leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. * Pupils demonstrate fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques. *Pupils are proud of their Geography work. *Pupils know that others value their Geography work; they see it on display, made into class books, shared on Marvellous Me. *Geography Progression Steps are evident in the coverage in children's books. * A passion for and a commitment to the subject, a real sense of curiosity to find out about the world and

	* Pupils to respond to feedback in Better in Blue pens. * Pupils to use classroom resources to support their learning. * Teachers to moderate pupils work in school to ensure accurate assessments are made. * Subject leader to provide an action plan for the subject and to address areas for development and improvement annually. * Subject leader to conduct learning walks, pupil interviews and book monitoring throughout the year to inform next steps. * Subject leader produces two reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these.	the people who live there is evident when talking to the children and when looking at their work. *FSU pupils demonstrate a growing sense of awareness of themselves, their own community and their place within this. * Pupils presentation is of a high standard. * Standards are being met at the end of EYFS, KS1 and KS2.
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