



## **Geography – Intent, Implementation and Impact**

### **Intent**

By the end of EYFS, pupils can identify important places to them, understand the purposes of globes, maps and direction and can identify seasonal and daily weather.

By the end of KS1, pupils can identify all the continents and oceans of the world, the four countries of the UK and discuss similarities and differences between these places. Pupils can identify key human and physical features of the local area and use basic geographical vocabulary to refer to them. They can then make comparisons between Maidenhead and non-European countries.

By the end of KS2, pupils can use maps, graphs, plans, digital technology and fieldwork to observe, identify, measure and record the human and physical features from different areas across the world including our local area. Within the UK, pupils can identify more specific physical and human features and compare these to settlements across the world, including how aspects have changed over time. Pupils can also describe our planet using technical terminology in relation to the position and significance of latitude and longitude.

### **Implementation**

In the EYFS, geography is delivered through continuous provision, stand-alone lessons linking to their overarching topic and through daily routines e.g. talking about the weather each morning.

In KS1, geography is taught in Autumn 2, Spring 2 and Summer 2. Within those terms, each class is allocated two hours a week for geography. Cross-curricular links are made across a broad range of subjects and Geographical vocabulary is incorporated into English lessons, including phonics.

In KS2, geography is also taught in Autumn 2, Spring 2 and Summer 2. Similarly, within those terms, each class is allocated two hours a week for geography. Cross-curricular links are incorporated into lessons and in KS2, pupils also partake in discussions related to current and pressing geographical issues as part of their PSHE learning.

Geography is given a high profile across Oldfield through the use of enrichment opportunities for all classes including whole school projects (such as our Around the World Project which links with our cultural celebrations incorporating our school community's diversity) and field trips (including to our local nature reserve, Braywick, and the local river, the Thames).

### **Impact**

In the EYFS, geography is assessed as part of the ELGs under Understanding the World. Pupils can confidently talk about the places which are important to them and describe them using a range of vocabulary.

In KS1, pupils' knowledge and skills progression are measured through the use of KWL Padlets at the beginning and end of each topic. Pupils should be able to discuss different parts of the world, identify key landmarks and demonstrate this through a range of tasks including oral presentations, writing and drawings.

In KS2, pupils' knowledge and skills progression are measured through the use of KWL Padlets at the end of each topic and an independent task which could include an oral presentation, a written piece of work or a map labelling task. Pupils should be able to use technical vocabulary to discuss different parts of the world, compare human and physical features and create accurate charts, graphs and writing to demonstrate their similarities and differences.