



# Intent, Implementation & Impact Document: Geography

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>• We aim to inspire a curiosity to discover more about the world, communities and cultures.</li> <li>• We intend to inspire children with a fascination with the world and its people that will stay with them for the rest of their lives.</li> <li>• We develop a sense of community and belonging in the world, encouraging them to make positive contributions and thoughtful choices as citizens of one planet. This will include being conscious of ways that we can look after our world e.g. Recycling/sustainability.</li> <li>• We enable children to work as geographers by developing skills of enquiry and investigation.</li> <li>• We bring Geography 'alive' by immersing children in realistic experiences both in school and on visits and by using a range of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• We follow the National Curriculum guidelines to ensure all aspects, knowledge and skills of Geography are taught to all children.</li> <li>• We closely track coverage to ensure progression throughout the school.</li> <li>• In line with our whole school approach, we endeavour to teach, where possible, to match children's interests and topical events.</li> <li>• We will exploit opportunities for cross-curricular links teaching geography through other subjects and extra-curricular clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will enjoy Geography and want to find out more.</li> <li>• Children will develop an awareness of the world around them and be able to use words and phrases relating to a sense of place.</li> <li>• Children will be able to talk about differences and similarities between places, landscapes, people and communities.</li> <li>• Children will become increasingly aware of their own place in the world and communities.</li> <li>• Children will ask questions and use different sources to find out more about the world around them.</li> <li>• Children will have encountered or participated in high quality visitors or visits/events with a Geography focus.</li> </ul>



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Area	ELG	KS1 Key Skills	Year 1	Year 2
<b>Understanding the World: People, Culture and Communities</b>	Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps	<b>Locational Knowledge</b>	I can talk about the location of my school in relation to my town.	I can talk about my town in relation to the U.K.  I can talk about the location of a non-European country that I am studying.
	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	<b>Place Knowledge</b>	I can talk about the area that I live in.	I can talk about the area that I live in and compare it to an area I am studying (Non-Europe country).
	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps	<b>Human and Physical Knowledge</b>	I can name human and physical geographical features and notice similarities and differences  I can talk about weather patterns in relation to the season	I can compare human geographical features and I can compare physical geographical features, from my area and an area of study outside of Europe.  I can talk about their different weather patterns.
<b>Understanding the World: The Natural World</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants	<b>Geographical Skills</b>	I can use simple maps and atlases to locate the U.K.  I can identify what simple symbols stand for on a map	I can use simple maps and atlases to locate the U.K. and a non-European country I have studied  I can use and construct basic symbols on a map with a simple key



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			I can create a simple map from imagination, stories or local knowledge.	<p>I can identify and use the points of a compass</p> <p>I can begin to use simple letter and number co-ordinates.</p> <p>I can use positional language to give and follow directions on a simple map.</p>
	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	<b>Map Knowledge</b>	I can identify the 4 countries of the UK and their capitals, surrounding seas, own school and county (Hampshire) both now and over time.	<p>I can identify the 4 countries of the UK and their capitals, surrounding seas, own school and county (Hampshire) both now and over time.</p> <p>I can identify the 7 continents and 5 oceans.</p> <p>I can identify a contrasting non-European place on a map.</p>
	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	<b>Fieldwork Skills</b>	I can use simple fieldwork skills to study the human and physical features of my school	I can use simple fieldwork skills to study the human and physical features of my surrounding environment.