

Intent, Implementation and Impact Overview 2025-2026

Subject Leader Curriculum Intent, Implementation and Impact Overview			
Subject: Geography		Subject Leader: Zoe Milsom, Emily Hackman and Helen Cordner	
Intent	Research link	Implementation	Impact
Provide a curriculum which inspire children's curiosity and fascination about the world around them.	<ul style="list-style-type: none"> 'Curiosity in students is the engine that drives deeper learning. It is the emotion that leads to exploratory behaviour and the desire to know more. In fact, curiosity has been described as 'A powerful feeling that impels forward until find the information that fill the gap in knowledge.' – Mark Harris, 2017 'Questioning is at the heart of all outstanding teaching. The questioning interactions that have with a student can be the catalyst for something great; it may be the piece in the jigsaw that the student was missing. The questions that ask students be used for a variety of purposes, such as to measure what they already know or to engage and encourage students to develop their geographical literacy.' - Mark Harris, 2017 	<ul style="list-style-type: none"> Each unit of work starts with an exciting stimulus at the beginning of a learning journey of work to ignite the interest of children. For example, visitors, high quality texts, videos, pictures and VR experiences. Children to have enquiry questions to ignite curiosity. - Key Stone 1 Use Barksbury Federation progression of knowledge and skills to create a curriculum that enables children to develop knowledge progressively and express it in many different ways - Key Stone 3 	<ul style="list-style-type: none"> Children question the world around them Children aspire to discover more about the world, through reading, travel or the media
Embed a Geography curriculum that develops layered knowledge.	<ul style="list-style-type: none"> 'As pupils' progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.' – National Curriculum, 2013 'My approach to assessing pupils' progress in Geography is through continuous dialogue and 'listening in' to pupils' geographical conversations as they talk while enjoying practical activities on their geographical journey. For this to be useful the teacher needs to know where the journey is going, in skills as well as content. This requires an underpinning framework which includes notions of progression.' – Margaret Mackintosh, 2008. 	<ul style="list-style-type: none"> Provide a curriculum that has depth and breath for children to gain valuable knowledge and skills – Key Stone 2 The federation have core themes running throughout the Geography curriculum from Year R to Year 6 allowing children to build on previous knowledge – Key Stone 2 The federation provide digital and outdoor fieldwork thus allowing children to collect, analyse and communicate about concepts - Key Stone 4 	<ul style="list-style-type: none"> Children develop contextual knowledge of location both locally and globally Children understand the processes that give rise to key physical and human geographical features of the world Children understand places and concepts can interconnect and be interdependent Children are able to express their understanding of

			<p>Geography through collecting, analysing and communicating in a variety of ways e.g. using maps, digital fieldwork, outdoor fieldwork</p>
<p>Develop learners who appreciate the need for sustainability now and for the future.</p>	<ul style="list-style-type: none"> • <i>'Across age groups, Geography, cultures, and life circumstances, there is a growing awareness of the myriad of environmental and social challenges affecting our planet. Influenced in part by Swedish teenage activist, Greta Thunberg, children and young people have recently raised their voices and taken actions to combat these challenges. In 2018, various news media spotlighted Thunberg's deep commitment to the environment and this publicity, in turn, helped spark school strikes, throughout Sweden and in numerous cities and towns in other parts of the world, to raise awareness about the need to urgently address climate change. In December 2018, Thunberg was invited to speak to world leaders during the Katowice Climate Summit at the United Nations. She emphasized growing awareness, knowledge, and activism about sustainable living among children and other young people.'</i> - Jonna Larsson and Ingrid Pramling Samuelsson, 2020. 	<ul style="list-style-type: none"> • Implement Barksbury Federation's Climate Change Campaign and embed into Geography curriculum – Key Stone 2 • An appreciation of locality and the wider world through the use of fieldwork - Key Stone 4 	<ul style="list-style-type: none"> • Children have a growing knowledge about the interaction between physical and human processes. • Children are able to articulate how human interaction effects climate change