

## Geography

### Intent

At Woodside Academy, we provide an exciting and thought-provoking geography curriculum. Our aim is to inspire, engage, and encourage children to ask questions, take ownership of their learning, and explore ways to develop their geographical knowledge and skills. Our curriculum enables children to confidently develop and apply their map skills, while fostering a natural curiosity about the world and the people within it. Geography at Woodside Academy helps pupils build a strong understanding of their local community, developing pride in where they live and an appreciation of what makes it unique and special. Children are given opportunities to take part in a wide range of enriching experiences, including engaging in fieldwork and gaining hands-on exposure to real-world contexts. The curriculum is carefully sequenced to ensure knowledge builds progressively. Key geographical concepts such as place, space, scale, interdependence, physical processes and sustainability are revisited and deepened over time. By the end of Year 6, pupils will have a secure understanding of how physical and human processes interact and will be able to think, speak and write like young geographers.

### Implementation

At our school, geography is implemented through the structured and knowledge-rich framework provided by the Grammarsaurus Geography Curriculum. This ensures a coherent progression of skills and knowledge from Early Years through to Key Stage 2. Geography is taught through carefully sequenced units that build pupils' understanding of both physical and human geography. Lessons are designed to revisit and build upon prior learning, enabling pupils to make meaningful connections over time. Key geographical concepts such as place, space, scale, and interdependence are explicitly taught and revisited to deepen understanding. Each unit incorporates a balance of substantive knowledge (such as climate zones, biomes, and land use) and disciplinary knowledge (including map reading, fieldwork, and data analysis). Teachers use high-quality resources, including maps, atlases, digital tools, and enquiry-based activities, to support pupils in developing geographical skills. Vocabulary is a key focus within geography lessons. Subject-specific terminology is explicitly taught and reinforced to enable pupils to articulate their understanding clearly and confidently. Assessment is ongoing and formative, with opportunities for retrieval practice embedded within



lessons to support long-term memory. Teachers use questioning, quizzes, and low-stakes assessments to check understanding and inform future teaching. Fieldwork opportunities, both within the local area and beyond, are planned to provide real-world contexts for learning. This allows pupils to apply their knowledge and skills in meaningful ways, fostering curiosity and a deeper appreciation of the world around them. Through this approach, pupils develop as geographically literate individuals who understand the complexities of the world and their place within it.

Our implementation is taught through a clearly sequenced curriculum that directly reflects the statutory content of the National Curriculum. Assessment is ongoing through questioning, low-stakes quizzes, fieldwork observations and pupil work ensuring that pupils know more and remember more over time.

### Impact

The impact of our geography curriculum is that pupils develop secure locational and place knowledge and are able to use geographical vocabulary accurately and confidently. They can clearly explain physical and human processes and apply map work and fieldwork skills competently in a range of contexts. Pupils also make meaningful connections between environments, people, and sustainability, demonstrating a growing understanding of the world around them. By the end of primary school, children are able to locate and describe significant places at local, national, and global scales, compare regions using appropriate geographical terminology, interpret maps, atlases, and geographical data independently, and explain how physical geography influences human activity and how human activity impacts physical environments. Evidence of this impact can be seen through high-quality work, confident pupil voice, and clear progression of skills and knowledge across year groups.