

Intent

At our school, the intent of the Geography curriculum is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives, in line with the National Curriculum purpose of study.

Our curriculum is designed to ensure that pupils:

- Develop **locational knowledge** of the UK, Europe and the wider world.
- Understand **place knowledge**, including similarities and differences between regions.
- Gain secure understanding of **physical geography** (e.g. climate zones, rivers, mountains, volcanoes, water cycle).
- Develop understanding of **human geography** (e.g. settlements, trade, land use, economic activity).
- Acquire and apply **geographical skills**, including map reading, fieldwork, data interpretation and use of atlases and digital mapping.

The curriculum is carefully sequenced from EYFS to Year 6 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

Geography is taught through a clearly sequenced curriculum that directly reflects the statutory content of the National Curriculum.

Curriculum Structure

Across Key Stage 1, pupils are taught to:

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries of the UK and surrounding seas.
- Understand basic human and physical features.
- Use simple maps, atlases and globes.

- Use simple fieldwork and observational skills in the local area.

Across Key Stage 2, pupils:

- Extend locational knowledge to include Europe, North and South America.
- Study key physical processes such as rivers, mountains, earthquakes and climate zones.
- Study human geography including settlements, trade links and land use.
- Use the eight points of a compass, four- and six-figure grid references, symbols and keys.
- Conduct fieldwork to observe, measure, record and present data.

Teaching Approach

- Knowledge is explicitly taught and revisited to support long-term retention.
- Subject-specific vocabulary is prioritised and built cumulatively.
- Retrieval practice strengthens memory.
- Fieldwork opportunities provide first-hand geographical experience.
- Comparative studies develop understanding of global diversity.

Assessment is ongoing through questioning, low-stakes quizzes, pupil work and end-of-unit tasks, ensuring that pupils know more and remember more over time.

Impact

The impact of our Geography curriculum is that pupils:

- Demonstrate secure **locational and place knowledge**.
- Use geographical vocabulary accurately and confidently.
- Explain physical and human processes clearly.
- Apply map and fieldwork skills competently.
- Make meaningful connections between environments, people and sustainability.

By the end of primary school, pupils can:

- Locate and describe significant places at local, national and global scales.
- Compare regions using appropriate geographical terminology.
- Interpret maps, atlases and geographical data independently.

- Explain how physical geography affects human activity and vice versa.

Evidence of impact is seen through:

- High-quality pupil work.
- Confident pupil voice.
- Secure assessment outcomes.
- Progression of skills and knowledge across year groups.