**Geography**

Written May 2025

**Intent** - What are our curriculum aims?

At Stocks Green Primary School, **our geography curriculum is designed to meet our curriculum aims** which are to:

* recognise children’s prior learning
* provide first hand learning experiences
* promote creativity
* make connections between subjects and real life
* promote safe, equal, caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils
* encourage the children to develop interpersonal skills
* build resilience and become creative, critical thinkers
* understand their own strengths and areas for development and know how to face challenges
* promote responsibility for learning and future success

Further to this, we have specific aims for pupils leaving our school having experienced our geography curriculum. We aim for all pupils to develop a broad understanding of the diverse physical and human features of the world, along with a strong knowledge of global places. Our goal is to ensure that children can confidently apply geographical knowledge and skills in real-life contexts, using a variety of fieldwork methods. We also encourage them to show curiosity and a keen interest in the world around them.

We aim that in every geography lesson children **know more** and **remember more** of our curriculum. Our geography curriculum extends beyond the breadth of the National Curriculum to include a rich variety of **engaging** and **exciting** substantive themes and topics, carefully structured using our sequence of learning and retrieval questions. This includes engaging with high quality geographical workshops/outings. Progression of knowledge, skills and vocabulary are all **systematically planned** so that by the end of Year 6, pupils are ready for the next stage of their education. The teaching of geography in our school is intended to **empower** pupils with the disciplinary knowledge and skills to inspire pupils’ curiosity and desire to continue to learn about the wider world.

Our **curriculum pedagogy** is based on four distinct stages which aim develop children’s knowledge over time as well as provide them with opportunities to apply that knowledge and express what they have learnt.

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| **Engage** | Develop | Innovate | Express |
| **Engage in memorable experiences that stimulate children’s curiosity, leading them to ask questions and talk about their prior learning.** | **Develop new skills and knowledge by delving deeply into a theme, where children make links, create, explore, make, read and write.** | **Innovate by returning to prior knowledge and skills so that children can use and apply these in new contexts (in and out of school).** | **Express what has been learned by providing opportunities for children to reflect, test their knowledge and celebrate their achievements.** |

Throughout the curriculum, whenever possible, we encourage the children to experience geography first hand, through a range of creative, exciting and enriching activities. Our geography provision includes taking learning outside the classroom, practical workshop activities, fieldwork and exploring the local area. We also welcome outside speakers to share their knowledge, skills and expertise with us.

**Implementation** – How do we achieve our aims?

**Mapping concepts**

We have identified key geographical concepts – location, place, physical and human geography, and geographical skills and fieldwork – as the foundation of our geography curriculum. These concepts are explicitly taught and progressively developed across year groups to build a strong base of geographical knowledge, understanding and skills. This structured approach enables children to make meaningful connections, retrieve and apply prior knowledge, draw comparisons and reach informed conclusions as they advance through the curriculum.

**Progression and sequencing**

Our Geography curriculum is built around a clear progression of knowledge and skills, outlining both substantive and disciplinary knowledge as well as key geographical vocabulary. It is carefully sequenced to support children in developing a deep, accurate, and well-structured understanding of geographical concepts over time. Each topic builds on prior learning, ensuring that essential knowledge and skills are revisited and deepened. This sequencing is crucial, as children are more successful in grasping new geographical ideas when they can connect them to what they have already learned.

**Lesson design and curriculum delivery**

Lessons are designed to **build children’s prior learning** by analysing the content taught in previous lessons and year groups. This is achieved through carefully planned retrieval practice that links knowledge built over time to the current learning and the usage of high quality knowledge organisers. Within a lesson, there is clear modelling of new concepts so that children build the procedural knowledge necessary to be successful within the sequence of learning. Opportunities to develop their knowledge are thought through in engage, develop, innovate and express lesson in various, creative forms. In this way, children get plenty of opportunities to apply their developing skills both within and across a series of lessons to ensure it is embedded in their long term memory. High-quality questioning, such as the ‘Big Question’, ‘Enquiry Question’ and the retrieval questions or targeted verbal questioning actively seeks to check understanding and encourage linking the concepts together.

To be successful in geography, the school believes that children should have the opportunity to use a variety of resources to enrich their learning in geography. These resources enable pupils to develop deeper understanding of the world around them by engaging by real world data and materials. At Stocks Green we use geographical sources to support effective teaching and learning. These include: physical and digital maps, globes, atlases, aerial and satellite photographs as well as first hand experiences gained through field work and observational studies. By interacting with these resources pupils can explore geographical patterns, make connections between human and physical environments and build key skills such interpreting information, analysing special data and drawing conclusions. This hands-on and enquiry-based approach fosters curiosity, critical thinking and more meaningful grasp of locational and place knowledge, laying a strong foundation for future geographical learning.

**High quality resources**

**Building vocabulary**

We know how important is to teach children correct subject vocabulary. Within our curriculum we’ve built **consistent use of vocabulary** across each of the lessons and themes. For instance, children become familiar with the terms: beach, cliff, ocean, sea, town, village, latitude, longitude, canopy, eruption, climate zones, mountains, zones etc. This helps them to become increasingly confident in using them in lessons across the year groups. The developing vocabulary used is outlined within the progression of knowledge and skills.

**Creative outcomes**

The high expectations for pupils’ outcomes provide opportunities for them to showcase the knowledge and skills within the classroom environment or in their books. Learning is captured through the use of knowledge floor books and, where appropriate, geographical outcomes can be found in other subjects – for example art. Pupil learning is captured through pupil voice, assessment for learning and retrieval practice. We **define progress in geography as children ‘knowing and being able to do more’**. Our geography curriculum provides opportunities to see what knowledge children have retained and what skills they have mastered through carefully planned retrieval practice which help teachers to make judgments about each child’s progress and attainment.



**Impact** – How will we know we’ve achieved our aims?

**Assessment against end points**

The impact of our geography curriculum can be seen through the pupil’s ability to be inquisitive about the world. Our learners think and question like geographers, demonstrating their ability to explore geographical issues critically and use subject specific vocabulary with confidence. They make connections across topics, drawing on prior knowledge and skills, to interpret geographical data and explain physical and human processes. Staff assess pupils against the progression document at the end of sequences of learning by exception. Assessment takes place through a formative approach in all lessons and cumulatively builds up a comprehensive picture of the children’s learning. This is recorded on Arbor and analysed by the geography subject leads to further develop and enhance our curriculum to ensure it meets its stated intents.