

Geography Intent, Implementation and Impact

Intent

At Wallop Primary School, our geography curriculum aims to foster curiosity and fascination about the world and its people, inspiring pupils to explore and understand the relationship between people, places and environments. We want children to develop a strong sense of place—locally, nationally and globally—while deepening their understanding of physical and human processes. Our intent is to equip pupils with the knowledge, skills and vocabulary to investigate the world around them, think critically about global issues and understand their role as responsible global citizens.

We use the National Curriculum Programme of Study to guide us on the learning content and focus for our knowledge statements and key questions. These core threads of knowledge explore the following:

- Rivers, lakes, streams and oceans

This core thread was chosen due to our local brook, in Nether Wallop, this is explored throughout EYFS topics. This is then built on throughout KS1 and KS2 following the focus of the National Curriculum, exploring oceans in KS1 and the water cycle in KS2, having this core thread being built upon in each topic allows children to not only understand the geographical location of a range of rivers, lakes, streams and oceans but also their physical processes.

- Climate and weather

This core thread was chosen because of its link to human and physical geography in the National Curriculum. In KS1, exploring weather patterns in the UK as well as looking closely at the equator and North and South Pole. Then in KS2 looking at climate zones as well as supporting comparison of places throughout both Key Stages.

- Maps

This core thread was chosen because of its link to Locational Knowledge, Place Knowledge and also Geographical Skills and fieldwork in the National Curriculum. Children must gain a strong understanding of how to use maps, atlases, globes and digital mapping as well as using directional language. Furthermore, we at Wallop believe this to be a key life skill to support them in later life.

We believe that children learn best through first-hand experiences and want to promote a sense of responsibility and wonder about the physical world around us. Every opportunity is taken to support classroom learning with practical work in the school grounds, local community, and further afield at centres that support the learning. We strongly acknowledge and celebrate that our children may have experienced many different localities in their personal lives due to their family placement as a service family.



Geography

Implementation

Our Geography curriculum is delivered through weekly discrete lessons, in alternating half term cycles. Our curriculum topics have been established across all classes which provide coverage in line with the National Curriculum programme of study. Where possible cross-curricular links are included such as Science to help the children make links in their learning. They will learn how to draw and interpret maps, develop research and problem-solving skills. We ensure progression of both substantive knowledge (what children learn) and disciplinary skills (how they learn as geographers) from EYFS to Year 6 throughout all of our lessons.

At Wallop Primary School, Geography lessons begin by reviewing prior learning to support children in their recall of the core knowledge for that unit so misconceptions are able to be addressed before moving onto new learning. Key areas of knowledge following our core knowledge statements are then taught and explored across a series of lessons, where in which key knowledge is broken down into small chunks, through the use of artefacts, videos and research and tasks are set to allow the children a chance to explore new knowledge and these are presented in a range of ways: some written, some verbally and others physically. Scaffolding is provided to support children who require additional support to achieve the learning outcomes. Alongside this, tasks are extended to provide appropriate challenge and support to those children who need it.

Children will be assessed at the beginning of the sequence of lessons to establish existing knowledge, through introducing a specific key knowledge question. Through recall at the start of each lesson, misconceptions are able to be identified and addressed before children progress and build new knowledge. This allows all children the opportunity to demonstrate any connected knowledge held in the long term memory. Assessment is usually formative, with children being expected to present newly acquired skills and knowledge in a variety of ways (e.g. verbal, graphical, and textual) appropriate to age and ability. At the end of each unit of learning, the specific key knowledge question will be answered by the children through an extended writing opportunity, this will allow assessment of the unit to be established by the teacher and subject lead and also allow the chance for the children to present their new knowledge and understanding independently. Further recalls take place throughout the academic year in order to fully embed knowledge into the children's long-term memory.

In EYFS, Geography is taught through the curriculum areas understanding the world. Children look closely at maps and compare their local area (Wallop) to another area across the world. They also explore their local area of the school grounds considering the natural world and changes of state.

Impact

Children will be confident geographers who have an understanding of their personal geography and their place within the world around them. They will be able to explain physical and human geographical features of various locations, local and across the world as well as gaining a secure understanding of Earth's key physical processes. Children leave primary school with a well-developed geographical understanding, ready to build on their knowledge at secondary school and to engage thoughtfully with the wider world.

