



What Geography Looks Like in the Federation

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Curriculum Intent

What geography looks like in our school:

- demonstrate an excellent knowledge of where places are and what they are like;
- understand how places are interdependent and how human and physical environments are interrelated;
- show an extensive base of geographical knowledge and vocabulary enabling them to speak eloquently about people and places;
- develop the ability to enquire geographically, applying questioning skills and using effective analytical and presentational skills;
- provide clear conclusions and develop reasoned arguments to explain their findings;
- apply geographical skills during fieldwork and show a real sense of curiosity about the world and the people who live there;
- demonstrate excellent knowledge and understanding about current and contemporary issues in society and the environment.

This is our philosophy:

- Children learning through exploring different topics whilst acquiring new skills.
- Children developing an awareness of where different countries are given the opportunity to find out more about them.
- To provide children with experiences to help them develop their understanding of different countries and their cultures.

Cultural Capital:

This can be defined as powerful knowledge that a child can draw upon to be successful in society, their career and the world of work. It helps a child to achieve goals, become successful and rise up the social ladder without necessarily having wealth or financial capital.

- The knowledge of the location of globally significant places;
- The knowledge and understanding of key physical and human geographical features of the world
- Communicate using geographical vocabulary about geographical information in a variety of ways
- Understand that countries and their people are often shaped by the places that they live
- Visit and understand the local locality;
- Use a range of maps to explore places and the want to explore further afield;
- Be part of our global community and to feel connected to places and people.

This is the knowledge and understanding gained at each stage:

By the end of EYFS, including Luston Nursery, pupils will:

- have had an opportunity to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

By the end of Key Stage 1 pupils will:

- begin to develop knowledge about the world, the United Kingdom and their locality.
- understand basic subject-specific vocabulary relating to human and physical geography.
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of Key Stage 2 pupils will:

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- learn about the location and characteristics of a range of the world's most significant human and physical features.
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Curriculum Implementation

This is how it works:

- the long term plan demonstrates progression of knowledge and skills within the whole school geography offer.
- the medium term plan for a class maps the teaching and learning, knowledge and skills through a topic.
- the use of knowledge organisers, summarise the key knowledge and skills to be acquired and retained during a geography topic.
- by the time the children leave Year 6, they will have covered a wide range of geographical skills and topics to really get the children engaged and enjoy their geographical learning.
- links with other areas of the curriculum are embraced to provide a more meaningful learning experience.
- lessons may be taught discretely or as a block of lessons.
- each mixed age class has different geographical skills to focus on based on a 2-year rolling programme

This is what adults do:

- plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of geographical skills and knowledge.
- create a learning environment that supports learning and that engages children's interest in the topic being studied e.g. role play areas, interactive displays.
- regular book scrutiny, pupil perceptions and planning audits.
- whole school professional development.

This is how we support and ensure access for all children:

- work might be differentiated so that all children are able to meet the learning objective.
- small group/1:1 adult support given where required.
- children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic.
- seating children alongside good role models to support one another.
- use of teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- use of knowledge organisers to support learning.
- use of key vocabulary within lessons.
- use of effective questioning.
- use of retrieval activities

This is how we challenge:

- lessons may be differentiated
- additional activities to stretch the learning within the lesson.

This is how we ensure all children can access the curriculum:

- pre-taught key vocabulary when appropriate for children who have SEN or EAL needs.
- seating children alongside good role models to support one another.
- by providing visual/practical prompts.
- teaching lessons using a range of different techniques to appeal to Different learning styles e.g. videos, drama, artefacts, texts etc.

Curriculum Impact

This is what you might typically see:

- engaged learners.
- children posing questions for research.
- children focusing on a range of geographical locations.
- recognising the differences between man-made and natural features within the landscape.
- children developing their map work including understanding the purpose of the map key.
- themed days to give the children the opportunity to learn about different countries in a meaningful context.
- children sharing their learning with others through contributing to a display.

This is how we know how well our pupils are doing:

- planned lessons based on geographical skills which are specific for each year group.
- marking and feedback by teacher and peers.
- photographic and video evidence recorded on Seesaw
- displays of work in classes.
- at the beginning of each topic pupils will carry out a cold task; (Blooms Taxonomy) comprehension, application, analysis, synthesis and evaluation. The same questions are completed again at the end of the topic during a hot task to assess pupil's progression and application of deeper understanding.
- book scrutiny, pupil perceptions and planning audits by subject leads.

This is the impact of the teaching:

- children who enjoy geography.
- inquisitive and reflective learners.
- children who are able to demonstrate a variety of geographical skills.
- children who are prepared to share what they've learnt in a variety of ways.
- children who are able to gain an insight into the world they live in.

Date: September 2025

To be reviewed: September 2026