

Geography

Intent

At Bacton Primary School, we want all pupils, including those with SEND and disadvantaged pupils, to access an ambitious geography curriculum that enables them to be successful as geographers. Learning is adapted, where appropriate, to meet pupils' starting points and identified needs whilst maintaining high expectations for all.

Geography is an investigative subject and we believe in a hands-on approach. Our curriculum is planned so that children gain a rich understanding of the differences and similarities between themselves and the wider world, ensuring they are able to understand experiences, livelihoods and ways of life that are different from their own. Through our mixed-age structure, knowledge and skills are carefully sequenced so that pupils build understanding progressively over time.

Through studying a diverse range of places, environments and cultures, geography contributes significantly to pupils' understanding of the world around them. We aim to develop informed, responsible global citizens who understand the interconnected nature of people, places and environments and their role in promoting sustainability and positive environmental change. Through our teaching, we aim to develop:

- Strong geographical knowledge and understanding
- Secure geographical vocabulary
- Effective enquiry and investigation skills
- The ability to use and interpret maps
- Skills to collect, analyse and present data
- An understanding of environmental sustainability
- Confidence in communicating findings in a variety of ways

The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which contribute positively to their spiritual, moral, social and cultural development. We want geography to be creative, engaging and memorable, using fieldwork, educational visits and practical experiences to inspire curiosity and deepen understanding of the world.

Implementation

Geography is taught weekly in half-termly blocks throughout the year, alternating with History, allowing pupils to develop depth in their learning.

In EYFS, children are immersed in rich language and vocabulary to help them make sense of the physical world, their immediate environment and their personal experiences within their community.

In Key Stage 1, pupils develop essential knowledge of their local area before broadening their understanding of the United Kingdom and the wider world. They begin to compare places, ask geographical questions and use maps to develop an understanding of how people and places are connected.

In Key Stage 2, pupils further develop their map skills through the use of digital mapping, increasingly complex symbols and keys, compass points, grid references and an understanding of the lines and contours of the world.

Curriculum planning takes account of the school's mixed-age structure, ensuring knowledge is revisited, deepened and connected over time so that pupils make sustained progress regardless of the point at which they enter the cycle. Geography units are carefully mapped across mixed-age classes to avoid unnecessary repetition and ensure full curriculum coverage.

The curriculum helps children become environmentally aware citizens by exploring themes such as climate, conservation, natural resources, sustainability and the impact of human activity on the world. Pupils are encouraged to consider how their actions can contribute positively to their local, national and global communities.

Lessons are carefully sequenced so that children build on prior knowledge whilst developing new understanding and skills. Key concepts are revisited regularly to support long-term retention.

Throughout their time here, pupils develop knowledge and skills across four key areas:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

From EYFS through to the end of Key Stage 2, geographical vocabulary, knowledge and skills are carefully mapped and sequenced to ensure progression, breadth and depth across the mixed-age curriculum structure. Subject-specific geographical vocabulary is explicitly taught, modelled and revisited throughout each unit and across year groups. Children are encouraged to apply geographical terminology accurately when speaking, reading and writing so that vocabulary becomes embedded and builds progressively over time.

Oracy is an important aspect of geography teaching at Bacton. Pupils are regularly provided with opportunities to discuss geographical concepts, justify viewpoints, ask and answer enquiry questions, present findings from research and fieldwork, and communicate their understanding using precise geographical language.

The Geography Lead uses progression documents and curriculum planning to monitor implementation and ensure consistency across the school. Children's work, pupil discussions and assessment information are used to evaluate the effectiveness of the curriculum and inform future teaching.

Assessment for learning is used throughout lessons to identify misconceptions, adapt teaching and ensure learning remains ambitious and accessible for all pupils.

Impact

Successful geographers will increasingly be able to:

- Use geographical vocabulary accurately and confidently.
- Interpret maps, atlases, globes, digital mapping and geographical data.
- Conduct meaningful fieldwork enquiries.
- Analyse, evaluate and communicate findings effectively.
- Make connections between local, national and global issues.
- Understand the relationship between people, places and environments.
- Develop informed views about sustainability and environmental responsibility.

By the time pupils leave us, they will have developed a secure understanding of key geographical concepts through a curriculum that revisits and deepens knowledge over time. Pupils will be able to make connections between previous and current learning and apply their understanding in increasingly sophisticated ways.

Through pupil voice, children will be able to talk confidently about the knowledge and skills they have acquired. They will demonstrate curiosity about the world around them and a desire to find out more. Older pupils will increasingly undertake independent research to explore geographical questions and deepen their understanding.

Children's work will demonstrate coverage of a range of places, environments and geographical themes, with meaningful links made across the curriculum where appropriate. Evidence of map work, fieldwork, observation, data analysis and independent enquiry will be seen throughout Key Stage 2.

The geographical vocabulary introduced across the curriculum will become embedded in pupils' language and understanding, enabling them to articulate their learning confidently through discussion, debate, presentations and written outcomes.

As geographers, children learn how human actions influence the environment and how informed choices can contribute to a more sustainable future. We hope that this understanding will influence the decisions they make throughout their lives.

Assessment, monitoring and pupil outcomes will demonstrate that standards in geography are high and that all pupils are well prepared for the next stage of their education as knowledgeable, responsible and environmentally aware citizens.