

Geography- Intent, Implementation and Impact

Intent

At our school, we believe that Geography enables children to explore, question and understand the world around them, as well as their place within it. Our inclusive geography curriculum ensures that all children are given meaningful opportunities to develop a sense of responsibility, respect and care for the Earth and its people. Through high-quality learning experiences, children build secure geographical knowledge and skills that are transferable across the curriculum, supporting well-rounded development.

Our curriculum is carefully designed to be progressive, allowing children to deepen their understanding as they move from local contexts to national and global perspectives, making purposeful comparisons and contrasts along the way. We encourage curiosity and a lifelong fascination with diverse places, people, cultures, and both human and physical processes that shape our planet.

Collaboration and oracy are central to our approach. Children are given regular opportunities to discuss, debate, question and present their ideas using subject-specific vocabulary, enabling them to articulate their understanding confidently and thoughtfully. Through enquiry-based learning, fieldwork and collaborative tasks, we aim to develop inquisitive, resilient and independent learners who think critically and challenge ideas. These essential skills and knowledge will support them not only throughout their education, but throughout their lives.

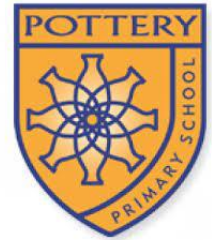
Implementation

Geography is taught every alternate half term. We deliver discrete geography lessons to ensure children achieve depth in their learning of the subject; ensuring a rich, cohesive and well-rounded curriculum. Key geographical knowledge and skills for each year group have been clearly identified and are carefully planned to ensure strong progression and continuity across the school. Although geography is taught as a distinct subject, meaningful cross-curricular links are made to enhance engagement and deepen children's understanding, making learning relevant and memorable within their current topic.

At the start of each topic, children are encouraged to share and discuss what they already know, allowing teachers to identify prior learning, address misconceptions and take account of differing starting points. This ensures that lessons are purposeful, relevant and build effectively on existing knowledge. Throughout each key stage, learning is progressively sequenced, with regular and planned opportunities to revisit and retrieve prior learning so that children are supported to know more and remember more over time.

At Pottery Primary, we place a strong emphasis on oracy and communication. Subject-specific geographical vocabulary is explicitly taught, modelled and revisited in every lesson, enabling children to speak confidently, knowledgeably and enthusiastically about geography. Teachers consider how learning is taught, learned and demonstrated for all pupils, providing appropriate challenge, support and scaffolding to enable all learners to succeed, in line with the school's commitment to inclusion.

Learning in geography is engaging, practical and enjoyable, providing frequent opportunities for enquiry, discussion, map work and meaningful hands-on experiences. The school grounds and local



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area are regularly used as valuable learning resources, alongside fieldwork visits further afield as children advance through school. We are dedicated to providing engaging, hands-on learning beyond the classroom to enhance children's real-world understanding of geography.

Impact

The impact of our Geography curriculum is assessed through a range of approaches, including questioning during lessons, marking written work, listening to child-led discussions, analysing books, and capturing photographs of practical learning experiences. These methods allow teachers to monitor understanding, identify progress, and address gaps; ensuring all children achieve their potential.

By the end of their time at Pottery Primary, our children will:

- Have a secure and growing knowledge of the world and their place within it, making connections between local, national, and global contexts.
- Possess a rich and increasingly sophisticated geographical vocabulary, enabling them to articulate ideas clearly and confidently.
- Be curious, motivated, and inspired to explore the world further, through reading, travel, and engagement with the media.
- Recognise that their voices matter and be confident in expressing their ideas, opinions, and geographical insights.
- Have developed key geographical skills, including enquiry, critical thinking, creativity, problem-solving, and evaluation; which are transferable across subjects and into real-life contexts.

Through these outcomes, our curriculum ensures that children leave Pottery Primary not only with knowledge and skills, but with a lifelong curiosity, resilience, and appreciation for the world around them.