



Intent

Why do we teach what we teach?

At High View, through our Geography curriculum, we aim to expand geographical vocabulary, increase our children's knowledge and curiosity of the wider world and promote high aspirations. We seek to create a life-long love of the subject encouraging children to become curious and explorative thinkers through teaching our children about diverse places, people and resources.

Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in. As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our aim is that our children go on to apply these skills across all subjects, as well as in their futures beyond High View.

Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about, for example, deforestation or renewable energy. This fits with our school ethos to *Speak up, be heard, create change!* We aim to produce well-rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

To ensure that pupils develop secure geographical knowledge and skills they can build on, our Geography curriculum is designed as a carefully sequenced spiral curriculum, with key concepts and enquiry skills revisited with increasing depth and complexity. Teachers use prior learning and pre-assessment quizzes to identify gaps and strengthen pupils' substantive knowledge, and the same quiz is repeated at the end of the unit to measure progress and consolidate learning. Every learner, including those with SEND and those from disadvantaged backgrounds, can access and achieve success through adaptive teaching, effective scaffolding, and rich geographical discussion.

At High View we want to enable children to meet the end of key stage attainment targets in The National Curriculum. Within EYFS, pupils focus on 'Understanding the world' by covering content from Development matters statements and Early learning goals. We want them to build confidence in making observations about the environment around them, using their senses and discussing what they observe.

Implementation

How do we teach what we teach?

EYFS

In EYFS, children explore their immediate surroundings, local area, and contrasting environments through walks, maps, role play, and discussions. High quality texts are carefully chosen to introduce and embed geographical vocabulary. These texts are revisited across the year to reinforce concepts. Adults model geographical language (e.g., near/far, town/country), encourage children to compare places and environments, and link seasonal changes and local features to play experiences. Practical activities such as simple mapping, model-making, and observations are used to reinforce learning.

Key Stages 1 and 2

In line within The National Curriculum, the teaching and learning of geography covers four strands:

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

As the children make their way through Key Stages and 1 and 2, there is a clear progression of skills and knowledge within these four strands. Geographical key concepts are woven across all strands rather than being taught discretely.

Children revisit prior geographical knowledge and skills regularly, building on their previous understanding. We use a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. For example: locational knowledge is reviewed in each unit to support children's understanding of key geographical concepts such as scale and place.

Where possible, cross-curricular links are included within the unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our Key Stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions aim to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. We follow an enquiry cycle that maps out the fieldwork process of *question, observe, measure, record, and present*, to reflect the elements mentioned in The National Curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of others.

Fieldwork includes smaller opportunities on the school grounds such as investigating rocks in year 3 and larger-scale visits such as collecting data on traffic/litter within the local area within year 6. Developing fieldwork skills within the school environment, and revisiting them in multiple units,

enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

In addition to exploring the school grounds, educational visits are also an important part of our Geography curriculum. We provide our children with opportunities for hands-on learning and make use of our local area to develop and widen children's practical skills. Some of the educational visits we make available are visiting Mellows Park (our local park) and making observations about what we see/hear, identifying physical and human features within EYFS and KS1. In Year 2 and Year 3 we have visits to Beddington Park, Gatton Park and Sutton Ecology Centre. Year groups 4, 5 and 6 all engage in fieldwork around our local area of Wallington. In addition to developing Geography skills, many of these trips provide cross-curricular opportunities, such as links to History and Science.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

Inclusive practice is embedded throughout Geography lessons by ensuring that teachers plan from high expectations for every pupil and use scaffolding rather than simplification so all learners can access ambitious content. Curriculum planning incorporates purposeful adaptations for pupils with SEND, such as the use of visuals, pre-teaching, vocabulary banks and concrete resources, while schemes of work clearly map out progression for all learners. Drawing on Universal Design for Learning principles, lessons provide multiple ways for pupils to engage with content, encounter information and demonstrate their understanding. Flexible grouping and opportunities for peer support ensure full participation, and the use of inclusive resources and an inclusive classroom environment helps all children feel represented and able to succeed.

Pupils undertake two disciplinary writing tasks each year, allowing them to demonstrate their growing understanding and ability to apply subject knowledge through written outcomes. These tasks require pupils to communicate their geographical knowledge clearly, justify their decisions, and interpret data, ensuring that they not only recall information but also develop the skills to analyse and explain geographical phenomena.

We have 'Eco Squad' within the school, who are also responsible for furthering children's understanding of environmental issues within the school and local area. They also provide opportunities for the wider school community to explore important Geographical topics such as road safety and the impact on our community of walking to school more.

Impact

How do we know what pupils have learnt and how they have learnt it?

We regularly assess children's understanding at High View through each unit/topic quiz which are used within lessons and both at the beginning and end of each unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

Pupils assess their own learning using knowledge organisers by referring to them to check their understanding of the learning objectives. These are used by teachers also as a tool to evaluate each child's understanding against the learning objectives. This allows teachers to recognise the areas in which children feel the need for self-development. It also allows teachers to identify areas needing further teaching and learning. We look at pupil's work and use pupil discussion to monitor pupils' understanding.

Disciplinary writing tasks provide valuable evidence of pupils' ability to explain, reason, and communicate geographical understanding in depth. These tasks, alongside the pre and end-of-unit quizzes, demonstrate pupils' ability to make connections between physical and human geography, interpret data, evaluate sources, and apply learning in new contexts. Through these tasks, pupils develop the ability to construct well-reasoned arguments, present findings clearly, and engage critically with geographical concepts.

Inclusive intent and implementation are reflected in measurable outcomes. Data analysis demonstrates a narrowing of gaps in progress, attainment, attendance, and engagement, ensuring that pupils with SEND and from disadvantaged backgrounds access the full curriculum rather than a reduced version. Qualitative evidence shows pupils experience a sense of belonging, increased confidence, and engagement. Case studies illustrate improved outcomes for targeted pupils, and positive feedback from parents and pupils further confirms the effectiveness of inclusion strategies. This is embedded alongside regular assessments, quizzes, disciplinary writing tasks, knowledge organisers, and pupil discussions, which collectively ensure that all learners, including those with SEND, are supported to reach their full potential in Geography.

Pupils should leave High View equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key Stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

In EYFS, children develop awareness of their surroundings, understanding of locations and features, and geographical vocabulary. They can describe places, notice patterns in the environment, and develop observational and analytical skills needed for KS1 geography.

In KS1 and KS2 we want children to be able to:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- The end of key stage expectations outlined in The National Curriculum for Geography by the end of Year 2 and Year 6.