

Geography

Vision and approach for Geography

*Geography is **the study of places and the relationships between people and their environments.***

The teaching of this subject should equip pupils with the knowledge of diverse places, people, resources and environments combined with a deep understanding of the Earth's key physical and human processes. Through their own curiosity and fascination for the natural and human world in which they live, pupils' growing knowledge of the world should deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical **knowledge, understanding** and **skills** provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Key Concepts

- Place
- Space
- Scale
- Environmental interaction
- Human and physical processes
- Interdependence
- Diversity
- Change
- Social advocacy
- Reactions/Cause&Effect
- Sustainability

Content and Sequencing

Learning is sequenced so that **knowledge, understanding and skills** are built upon each year within local, national and global contexts. E.g. EYFS begin to explore their school grounds and develop a greater awareness of the local village; Yr1/2 build on this by identifying further features in response to enquiries; Year 3 investigate places beyond their immediate environment (Captain Phillimore's Woods/Meon Springs) moving onto Year 4 where children investigate how the local area has changed and the relationship between people and their environments. Opportunities for consolidation are also built across units, e.g. Year 4 Nature's Power and Year 6 Extreme Earth. Geography skills are revisited through additional global learning units to assist knowledge retention (see global learning overview). Some units are sequenced to link with residential trips e.g. Yr5 Swanage & Yr6 Wales.

Curriculum Drivers

Motivation

Motivation is shown through engaging, hands-on learning that connects pupils to real places and experiences. Teachers encourage curiosity by using local studies, fieldwork, maps, and digital tools like aerial images or interactive maps to make learning relevant and exciting. Lessons are frequently framed around enquiry questions, such as "What is it like where we live?" or "How does our environment change?", which helps pupils feel like active investigators rather than passive learners. This approach motivates children by linking geography to their everyday lives and allowing them to explore real-world issues in meaningful and practical ways.

Reflection

Reflection is shown when pupils are given opportunities to think back on their learning and consider what they have understood. Teachers may encourage this through class discussions, feedback, or simple self-assessment activities where children talk about what they have learned about places, environments, or maps. Pupils might reflect on fieldwork experiences by describing what they observed and how it changed their ideas. This helps them consolidate knowledge, recognise their progress, and develop a deeper understanding of geographical concepts.

Perseverance

Perseverance is shown when pupils are encouraged to keep trying even when tasks are challenging. This can happen during activities like map reading, fieldwork, or interpreting data, where children may need to work through mistakes and try different strategies to find answers. Teachers support this by breaking tasks into steps and encouraging pupils to ask questions and keep going if they are unsure. Over time, children learn that understanding geographical concepts takes effort, helping them build resilience and confidence in their learning.

Independence

As children grow in confidence with geographical skills, they will generate their own questions, enquiries and conclusions as they develop a growing knowledge of further locations, people, resources and environments.

Curiosity

Children will have developed a curiosity and fascination for the natural and human world in which they live. As their curiosity develops, they begin to generate their own questions that they want answered, make predictions and gather data to reach conclusions.

Links with Mathematics and English

Opportunities to apply their English skills:

Progressive

(See HIAS Primary Geography Skills Progression for details)

➤ Geographical process evident in books:

Inclusive

- The curriculum is practical to engage all.
- Activities varied so that they are accessible by all.

<ul style="list-style-type: none"> ➤ Explanations about fieldwork/geographical processes ➤ Information texts about locations. ➤ Questionnaires/labelling/annotations. <p>Opportunities to apply their Mathematics skills:</p> <ul style="list-style-type: none"> ➤ Data collection and analysis. ➤ Interpreting graphs (e.g. temperature). ➤ Directional language/Rounding/Averages 	<p><i>Hook – Question- Geographical skills to investigate places and content – Connect, compare and pattern making – Conclusion.</i></p> <ul style="list-style-type: none"> ➤ Map knowledge: Locate and describe World and UK locations. ➤ Map vocabulary: Use positional and direction vocabulary. ➤ Map skills: Grid referencing, compass skills and map work. ➤ Resources: Children can use maps and visual resources. ➤ Enquiry: Identify, describe, explain, compare and evaluate initially within teacher led questions (KS1), progressing onto child led questions within (KS2). ➤ Apply geographical skills to other subjects, e.g. History. 	<ul style="list-style-type: none"> ➤ Learning is challenging – children can apply knowledge and skills to different locations and evaluate. ➤ The outside environment and other resources are used to aid understanding. ➤ Locational knowledge and vocabulary is distributed across the key stage to reduce cognitive load.
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