



Shining Together Through Courage, Connection and Curiosity.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

Geography

Intent

At Huby, we believe that Geography enables children to understand the wonderful, diverse and ever-changing world in which they live, and their place within it. We want every child to develop a sense of curiosity about the world, the courage to ask questions and investigate, and a growing connection to people, places and environments beyond their immediate experience.

Our Geography curriculum is designed to build a rich and secure body of geographical knowledge, vocabulary and skills. Through the study of places, people, environments and geographical processes, pupils develop an understanding of both their local area and the wider world. They progressively develop their locational knowledge, place knowledge, understanding of human and physical geography, and geographical skills and fieldwork. We want children not simply to know where places are, but to understand what makes places distinctive, how they are connected, how they change and how people and environments influence one another.

We want every child to shine as a geographer. Through geographical enquiry, pupils develop the **curiosity** to ask questions about the world, the **courage** to investigate, interpret evidence and share their ideas, and the **connection** to understand the lives and experiences of people and communities beyond their own. Geography helps children recognise that they are part of a wider world and that their actions and choices can have an impact on people, places and the environment.

Our curriculum is ambitious for all pupils. We recognise that children come to Geography with different experiences of the world and different levels of prior knowledge. Through explicit teaching, carefully sequenced learning, vocabulary development, practical

experiences, fieldwork, appropriate scaffolding and challenge, we ensure that all pupils can participate meaningfully and develop increasing independence as geographers.

Through exploring the beauty, diversity and complexity of God's creation, pupils are encouraged to develop a sense of awe and wonder and to consider their responsibilities towards the world around them. Geography provides meaningful opportunities to reflect on questions of sustainability, stewardship, fairness, resources and the relationship between people and the environment. Guided by our Christian values, we want children to recognise the dignity and value of others and to understand that they have a role to play in caring for our shared world.

Ultimately, we want our pupils to leave Year 6 with a secure understanding of the world, the geographical vocabulary and skills to investigate it, and the confidence to ask thoughtful questions about it. We want them to be curious, connected and courageous learners who understand that they each have a part to play in our world and have the courage to let their light shine.

Implementation

Our Geography curriculum is carefully sequenced from EYFS to Year 6 so that pupils progressively develop the knowledge, vocabulary, concepts and skills required to think and work like geographers.

We use the **Kapow Primary Geography scheme of work** as the foundation for our curriculum. Kapow provides a progressive structure built around four key geographical strands:

- **Locational knowledge** – developing knowledge of places, geographical features, position, distance, scale and orientation.
- **Place knowledge** – developing a sense of place by exploring and comparing the characteristics of different locations and understanding how places are connected and change.
- **Human and physical geography** – developing understanding of physical processes and features, human activity and the relationship between people and their environments.
- **Geographical skills and fieldwork** – developing the ability to use maps, globes, atlases and other geographical representations, collect and interpret data, and carry out geographical enquiries.

These four strands are interwoven throughout our curriculum rather than taught in isolation. New knowledge and vocabulary are deliberately built upon and revisited so that pupils

develop increasingly secure mental maps of the world and increasingly sophisticated geographical understanding.

Developing geographical enquiry

We want children to learn **how geographers think**, not simply to learn facts about places. Lessons therefore provide opportunities for pupils to ask geographical questions, observe, investigate, measure, record, interpret and present findings.

Fieldwork is an important part of this process. Children are given opportunities to investigate their school grounds and local area, using first-hand observations and data to develop their geographical understanding. As pupils progress through the school, they become increasingly independent in planning enquiries, selecting appropriate methods, recording information and presenting conclusions.

Progression from EYFS to Year 6

In **EYFS**, children begin to develop an understanding of the world through first-hand experiences of their immediate environment. They observe seasonal changes, explore natural and human features, talk about places and begin to develop geographical vocabulary through meaningful experiences and discussion.

In **Key Stage 1**, pupils develop an understanding of their immediate surroundings before extending their knowledge to the UK and the wider world. They begin to use maps, globes and atlases, develop directional and locational language, compare contrasting places and explore human and physical features and weather patterns.

In **Key Stage 2**, pupils build on this foundation by developing more detailed locational and place knowledge and exploring increasingly complex geographical concepts, including settlements, trade, climate, natural resources, population and environmental change. They study a range of regions and environments and use geographical evidence to explain similarities, differences, patterns and relationships.

Across the curriculum, pupils encounter increasingly challenging geographical vocabulary and learn to use subject-specific language accurately when speaking and writing about geographical ideas.

Remembering and connecting learning

Lessons provide opportunities to revisit previous learning and make connections between new and existing knowledge. Retrieval and recap activities support pupils in remembering key vocabulary, locations, concepts and geographical processes.

Teachers explicitly draw attention to connections between units and year groups so that children understand how their geographical knowledge is developing. Pupils are encouraged to use what they already know to interpret new places and situations and to recognise recurring geographical concepts and patterns.

Inclusion, adaptation and challenge

We maintain high expectations for every pupil while recognising that some children may require additional support to access geographical concepts, vocabulary, maps, data or fieldwork.

Teachers adapt teaching appropriately through explicit vocabulary teaching, visual resources, models and examples, practical experiences, scaffolds, structured questions, adult support and additional opportunities to rehearse and apply learning. Appropriate challenge enables pupils to reason more deeply, make connections, interpret evidence independently and justify their conclusions.

The aim of support is always to develop increasing independence, confidence and curiosity rather than dependency.

Meaningful links and real-world learning

Geography naturally connects with many areas of the curriculum. Children use mathematical skills when collecting, measuring and interpreting data; develop language through geographical discussion and writing; use computing and digital technology to research and represent information; and draw on scientific understanding when exploring weather, climate, environments and physical processes.

We make use of our local area wherever possible so that Geography is relevant and meaningful. Children are encouraged to look closely at the world around them, ask questions about what they notice and understand that Geography is not simply something studied in a classroom, but a way of understanding the world they experience.

Spiritual Development Through Geography

Spiritual development is deliberately planned through our Geography curriculum. Geography provides rich opportunities for children to reflect on themselves, encounter the experiences of others, appreciate the beauty and wonder of the world, and consider questions that take them beyond themselves.

We use the **Mirrors, Doors, Windows and Candles** model to help teachers identify authentic opportunities for spiritual development within geographical learning.

Mirrors – Looking at ourselves

Geography provides opportunities for pupils to reflect on their own lives, experiences, choices, values and sense of place.

Pupils may:

- consider what makes their own home, school and local area special to them
- reflect on how their environment influences their lives and experiences
- compare their own access to resources, facilities and opportunities with those of others
- consider their own choices and their impact on the environment
- reflect on what they value about the places and communities to which they belong
- develop the courage to ask questions and express their own ideas about geographical issues.

Through these experiences, pupils develop self-awareness and an understanding of their own place within a wider world.

Doors – Looking at others

Geography opens doors into the lives and experiences of people and communities around the world.

Pupils are encouraged to:

- explore different cultures, communities and ways of life
- compare how people live in different environments
- consider how physical and human geography can affect people's opportunities and experiences
- develop empathy by considering perspectives different from their own
- explore issues such as inequality, access to resources, migration and the impact of environmental change
- recognise the dignity, value and interconnectedness of people across the world.

These experiences develop **connection**, helping pupils understand that although people's lives may be different, we share a common world and have responsibilities towards one another.

Windows – Seeing beauty and wonder

Geography provides opportunities to encounter the beauty, diversity and wonder of the world around us.

Pupils may:

- marvel at the variety of landscapes and environments across the world
- explore the beauty and complexity of natural features and physical processes
- observe seasonal changes and the changing local landscape
- appreciate the diversity of places, environments and ecosystems
- use maps, images and fieldwork to notice patterns and features they may otherwise overlook
- ask questions about the natural world and develop a deeper sense of awe and wonder.

Through these experiences, children are encouraged to see Geography as more than facts and locations, developing **curiosity** and appreciation for the beauty and complexity of God's creation.

Candles – Looking beyond ourselves

Geography provides opportunities for pupils to consider deeper questions about meaning, responsibility, faith, creation and the world beyond their immediate experience.

Where appropriate, pupils may explore:

- our responsibility to care for the world and its resources
- questions about sustainability and stewardship of creation
- the impact human choices have on people and environments
- fairness and justice in relation to resources and opportunities
- hope and possible responses to environmental challenges
- how communities can work together to protect and improve places
- Christian perspectives on creation, responsibility, compassion and service
- questions about what kind of world we want to help create for future generations.

These opportunities are not added artificially to Geography lessons. Instead, teachers identify where geographical knowledge and enquiry naturally create opportunities to pause, reflect, question and consider something beyond the immediate learning.

Through these experiences, children are encouraged to understand that they are part of something larger than themselves and that they have the courage and responsibility to make a positive difference.

Impact

The impact of our Geography curriculum is seen in pupils who:

- have a secure and increasingly connected understanding of places, people and environments
- develop and retain geographical knowledge and vocabulary over time
- can locate and identify increasingly complex places and geographical features
- understand geographical processes and the relationships between people and their environments
- use maps, globes, atlases and other geographical representations with increasing confidence
- use geographical vocabulary accurately when explaining their ideas
- ask relevant geographical questions and show curiosity about the world
- collect, record, interpret and present geographical information
- use evidence to describe, explain, compare and reach geographical conclusions
- apply their knowledge and skills independently during fieldwork and geographical enquiries
- recognise similarities, differences and connections between places and people
- demonstrate empathy and respect when considering different communities, cultures and ways of life
- appreciate the beauty, diversity and wonder of the world around them
- recognise their responsibility to care for the environment and contribute positively to their community and wider world
- demonstrate the courage to share ideas, ask questions and engage with challenging geographical issues

- understand that their actions and choices can make a difference.

Assessment is used to identify what pupils know, understand and can apply, and to inform subsequent teaching. Teachers use ongoing formative assessment, retrieval activities, questioning, pupil discussion, geographical work, fieldwork outcomes and appropriate summative assessment to identify gaps, misconceptions and next steps.

Pupil books, fieldwork, geographical enquiries, pupil voice, lesson visits, work scrutiny and assessment information are used to evaluate the effectiveness of the Geography curriculum and inform ongoing improvement.

By the end of Year 6, we want every child to see themselves as a curious and capable geographer: someone who understands their place in the world, appreciates its beauty and diversity, is connected to the experiences of others, and has the courage to ask questions and make a positive difference.

Guided by our Christian values, we want every child to leave Huby understanding that they are part of a wider world, that creation is precious, that others matter and that they have their own light to share.