



THE INTENT, IMPLEMENTATION AND IMPACT OF THE GEOGRAPHY CURRICULUM

Our vision is that all children will leave primary school with a love of, appreciation for, and the skills to understand our changing, diverse world from a physical and human geographical point of view – using this knowledge to understand global issues and how it affects different groups of people in different ways.

INTENT

Our intent in geography is to that all children will gain an understanding of the natural spaces, places, human aspects and environments that make up our world. We seek to imbibe them with a deep curiosity and sense of wonder both of their local community and wider afield.

Wildmoor Heath School's Geography curriculum is designed to teach learners geographical knowledge and skills through the context of the school's drivers: opportunities, creativity, environment, well-being, communication and community. Geography at Wildmoor Heath follows the National Curriculum giving our learners opportunities to explore their surroundings, communities and wider geographical issues through engaging lessons coupled with exciting opportunities, both theoretical and practical. We recognise the importance of raising children as responsible, curious thinkers who are able to process new information, reflect on it, think critically, and apply knowledge and skills to overcome challenges in our ever-changing world. Understanding both human and physical geography will enable our pupils to have a better understanding of themselves and the wider society they live in as they grow up to be caring, responsible adults who can influence the future of our planet for the better.

Wherever possible, we strive to spiral knowledge and skills through subject teaching and across the curriculum. In this way, pupils learn more deeply by revisiting concepts, widening their understanding and having multiple opportunities to apply their skills.

IMPLEMENTATION

We implement our geography curriculum based on the National Curriculum programme of study, building from our own six curriculum drivers. Our geography curriculum is mapped, sequenced and layered progressively over the seven- year journey, enabling children to develop lifelong knowledge and skills, which are transferrable to other curriculum areas. Children gain a deep understanding of their place in the world through case studies relevant to our learners. They learn to compare and contrast their locality and community with others further afield. Our curriculum is highly motivating and is made memorable through exciting fieldwork and residential trips (e.g. one week in Snowdonia, Llyn Celyn reservoir: human implications of the flooding of Capel Celyn), international studies (e.g. environmental changes and effects to the Amazon rainforest and the mass of the Arctic ice floe), practical map skills (e.g. Ordnance Survey/Digimaps) and motivating case studies, chosen to meet the needs of our learners.

Geography is taught, along with the other foundation subjects, through a theme, which allows the children to learn about a specific area in some depth. We teach Geography in a planned, coherent way which is sequenced logically, ensuring that children learn and remember a rich body of geographical vocabulary, knowledge and acquire progressive geographical skills. Geographical skills are covered in depth over a two-year learning block, each block building on the previous one. We provide a range of motivating experiences to engage our learners, including: visiting experts; outdoor learning in the school's grounds; fieldwork trips on Wildmoor Heath (a Site of Special Scientific Interest); class trips; workshops plus a one-week residential trip in Year 6 to Snowdonia National Park in North Wales.

In Key Stage 1, the children learn about local and national geography, acquiring basic map reading skills, learning what a city is, weather monitoring and exploring their local environment. In Key Stage 2, we expand

to international geography and delve deeper into human and physical geography. Pupils will learn about geographical processes such as how mountains are formed, the journey of a river, the water cycle, erosion and deforestation. Year 4's residential includes geography fieldwork using GPS and on the Year 6 residential trip to Snowdonia National Park, our learners have the opportunity to apply the knowledge and skills they have embedded during their primary school years e.g. a self-guided day walk, deploying their map skills using Ordnance Survey maps. In Geography, as in other subjects, pupils have wide opportunities to apply and practice their reading and writing skills.

The global pandemic during the academic year 2021-21 saw Geography lessons provided remotely for all pupils, with some learners being in school and receiving the same lessons under teacher guidance. Despite some educational visits and outings being restricted, the curriculum was enriched through a virtual reality experience of the polar regions and 'world of volcanoes'.

YEAR TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	Weather		Local area Making a village		Animals around the world	Favourite UK holiday places
YEAR 2	Local area: school environment Looking after the environment	London Hot and cold climates	Finding the UK Journeys and maps		Games from other countries	Islands, seas and coasts
YEAR 3	Prehistoric UK landmass		Environmental regions and climate change		Local geography study: Wildmoor Heath	
YEAR 4		Navigating the globe (hemisphere and tropics)	Water cycle	Volcanoes and earthquakes		A study of a European country (Italy)
YEAR 5	Day and Night International Time Zones		UK Locations of Invaders and Settlers		Rivers, Seas, Oceans and Coral Reefs	
YEAR 6		Places in Britain	South America and the Amazon Rainforest			

IMPACT

By the end of their primary education at Wildmoor Heath, our learners will have gained a rich body of geographical knowledge and a wide range of transferable skills, which they can apply to other subjects and contexts. We assess on a termly basis in order to build a rounded picture of each child as a geographer, using practical opportunities, quizzes, discussions and presentations. This enables teachers to set appropriate, progressive targets and challenge children in their thinking and learning. We aspire for children to leave Wildmoor Heath being able to debate and discuss geographical issues and to be able to reflect and form their own opinions on matters such as climate change and natural disasters. We measure our impact based on pupils' confidence to ask and explore questions to further their own geographical knowledge and understanding. They will be inquisitive young learners and citizens who choose to understand global environmental issues and seek to make a personal difference in protecting and shaping the world we share. In this way, we prepare our learners fully for transition to secondary school when they leave Wildmoor Heath.
