



National Curriculum Aims

The 2014 National Curriculum for Geography aims to ensure that all pupils:

To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Children are competent in the geographical skills needed to: Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)

Children retain essential geographical knowledge and use it to contextualise their understanding of places, environments and human–physical interactions. They build a secure foundation of factual knowledge that enables them to make sense of the world, recognise patterns, and apply their learning to real-life contexts.

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Intent	Implementation	Impact
<p>At HPS Primary School, our Geography curriculum aims to motivate and inspire children to develop a coherent understanding of the world in which they live. Geography at HPS enables pupils to build knowledge and skills that are transferable to other curriculum areas and that contribute to their spiritual, moral, social, and cultural development.</p> <p>Geography is, by nature, an investigative subject. Children learn to ask geographical questions, make predictions, gather and analyse information, and draw meaningful conclusions about the world around them. We provide pupils with regular opportunities to use a range of high-quality resources including atlases, globes, aerial photographs, digital mapping software, and fieldwork tools. These experiences help to inspire curiosity and fascination about diverse places, people, resources, and both natural and human environments.</p> <p>We aim to develop a deepening understanding of key physical and human processes and how these shape our planet. Our intention is that children enjoy learning geography not only through classroom experiences but also through purposeful fieldwork and educational visits. This fosters a lifelong interest in the world and encourages them to become responsible, informed global citizens.</p>	<p>Geography at HPS Primary School is taught through a well-sequenced and progressive curriculum that builds pupils' substantive knowledge and geographical enquiry skills year on year.</p> <p>Lessons are structured around high-quality enquiry questions that promote curiosity and investigation. Throughout each unit, pupils use atlases, globes, digital mapping tools, photographs, data sets, and fieldwork equipment to gather, interpret, and present geographical information. Teachers model how to use geographical vocabulary precisely and how to think critically about geographical patterns and processes.</p> <p>Fieldwork is planned progressively across year groups so children experience real-world examples of geographical concepts. Activities such as observational surveys, sketch mapping, simple measurements, data collection, and environmental quality assessments help pupils apply their learning to their local area and beyond.</p> <p>Regular opportunities for discussion, problem-solving, and comparison deepen children's understanding, while formative assessment ensures misconceptions are addressed promptly and knowledge becomes secure.</p>	<p>By the end of their time at HPS Primary School, children develop a secure, connected understanding of the world's physical and human features and how places are shaped by a range of geographical processes. They can confidently recall key knowledge about places, climates, environments, landscapes, and human interactions.</p> <p>Pupils demonstrate strong geographical enquiry skills, using maps, atlases, digital tools, fieldwork data, and photographs to ask and answer questions, identify patterns, make comparisons, and explain geographical processes.</p> <p>Children are able to use precise geographical vocabulary to articulate their understanding and can explain how physical and human features interact over time. Fieldwork experiences enable them to apply their knowledge practically, reinforcing a strong sense of place and spatial awareness.</p> <p>By the time they leave HPS, pupils are equipped with curiosity, critical thinking skills, and a well-developed understanding of the world. They are prepared for the next stage of their education and are beginning to recognise their role as responsible global citizens with a lasting interest in geography.</p>

Knowledge and Skills

In The Early Years, Geography comes under the 'Understanding the World' Learning Goal. Our aim is for children to describe their environment. Explain similarities and differences between life in this country and life in other countries, drawing on knowledge from their experiences, stories, non-fiction texts and maps. To know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. To understand some important processes and changes in the natural world around them, including the seasons.

Knowledge in Geography focuses on locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.

In KS1 children develop knowledge about the world, beginning with the school grounds moving onto the local area and the UK. They learn subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness and simple maps.

In KS2, Geography is taught beyond the local area to include the UK, Europe, and the wider world. Children learn about the range of the world's most significant human and physical features. Developing their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Children will also be given opportunities to apply these skills and their knowledge to make links and compare and contrast, to draw conclusions, observe patterns and impact.

Creativity

Our curriculum for Geography inspires curiosity and fascination, enabling pupils to make sense of the world and its people.

At HPS, we believe creativity allows children to acquire knowledge and understanding with greater impact, making links to prior knowledge and creating new understanding.

At HPS, curriculum planning encourages and supports achieving the natural links between Geography and other subject disciplines such as Science, Maths and History.

Through evaluative and critical thinking children will apply their growing knowledge to draw their own conclusions to geographical understanding. Opportunities to express themselves in a variety of ways will be developed allowing children to be creative within this. Thus, pupils realising their own strengths and feeling a sense of achievement boosting confidence. Encouraging independence and resilience in their learning.

Assessment

At HPS we understand the importance of assessment to inform the tracking of pupil progress, planning next steps, reporting and involving parents and pupils as part of this. It is an integral part of the Teaching and Learning process.

Teachers make assessments through:

- regular marking of work
- analysing errors and picking up on misconceptions
- questions and answers throughout the lesson
- facilitating and listening to discussions
- making observations

Children will be assessed two times a year against the year groups' key skills statements as working towards, working at and working above expectations. As topics are taught, lessons are personalised to classes and cohorts and any identified misconceptions can then be addressed accordingly by the teacher. We use retrieval activities to assess how effectively knowledge and skills have been embedded and mastered by our pupils, referring to previous learning.

Our SHINE Curriculum follows our school values: service, gratitude, excellence, compassion, integrity, respect