

Geography Curriculum Rationale



At Bradway Primary School, our geography curriculum is designed to develop curious, informed and responsible young geographers with a secure understanding of the world and their place within it. The curriculum is ambitious, carefully sequenced and built around a clear progression of knowledge and skills, beginning with pupils' immediate locality before extending to the United Kingdom, Europe and the wider world. This ensures that children develop a strong sense of place while deepening their understanding of diverse environments, cultures and global issues.

INTENT	IMPLEMENTATION	IMPACT				
 Alignment to National Curriculum  End Points  Sequencing  Addressing Social Disadvantage  Local Context Our Geography curriculum is designed to meet the aims and requirements of the National Curriculum, developing pupils' knowledge of places, people, environments and geographical processes. National Curriculum objectives are clearly specified on each year group's unit overviews to ensure full coverage and provide teachers with a clear understanding of government expectations. These objectives guide curriculum planning and support the progressive development of geographical knowledge, map skills, fieldwork and the ability to ask and answer geographical questions. By the end of Key Stage 1, pupils will have developed an understanding of their local area, the UK and the wider world. They will use simple maps, geographical vocabulary and observations to describe places and identify basic human and physical features. By the end of Key Stage 2, pupils will have built a broader understanding of local, national and global geography. They will confidently use maps, atlases, OS maps and geographical data, carry out enquiries, identify patterns and explain relationships between people and environments. They will compare places, investigate geographical processes and consider geographical issues using evidence, preparing them for further geographical learning at secondary school. In EYFS, children are exposed to vocabulary through stories and discussion. Across the six years, the curriculum deliberately moves from the concrete and familiar to the abstract and global. In Year 1, pupils learn to observe their own surroundings and represent them on simple maps. In Year 2, they apply these skills to the UK and the wider world, establishing core locational knowledge and beginning comparisons. Year 3 introduces more focused regional studies and systematic data collection. Year 4 increases the sophistication of mapping and fieldwork while asking pupils to explain relationships between physical and human geography. Year 5 develops precision through OS mapping, grid references and the analysis of several datasets. Year 6 then expects pupils to use these skills independently as part of geographical enquiry: selecting appropriate evidence, analysing patterns, drawing conclusions and making justified judgements. Our curriculum provides all pupils with access to rich geographical knowledge, experiences and vocabulary, regardless of background or starting point. Key knowledge is explicitly taught, revisited and assessed, with practical experiences, varied resources and appropriate scaffolding supporting participation and success. Targeted questioning helps teachers check understanding, identify gaps and address misconceptions, ensuring pupils who may need additional support are included and challenged. High expectations ensure all pupils are supported to develop as confident geographers. Our local area provides a meaningful starting point for geographical learning. Pupils explore and investigate the school grounds, Dronfield and the surrounding area, developing fieldwork and mapping skills while building a sense of place. This local knowledge is revisited and connected to wider UK and global studies, helping pupils understand how their locality relates to the wider world.	 Pedagogical Approaches  Teachers' Expert Knowledge  Promoting Discussion and Understanding  Knowing More and Remembering More  Teacher Assessment Geography is taught through carefully sequenced units that progressively develop pupils' substantive, procedural and disciplinary knowledge. Teaching approaches are informed by staff training in Rosenshine's Principles of Instruction, including clear explanations, modelling, guided practice, regular checking for understanding and opportunities for independent application. Lessons incorporate a range of engaging tasks, including practical activities, fieldwork, group work and speaking and listening opportunities. These approaches support pupils to build confidence, develop geographical skills and apply their knowledge in meaningful contexts. The demonstration of good subject and curriculum knowledge is a requirement in the DfE teaching standards. Comprehensive unit overviews identify National Curriculum objectives, key knowledge, vocabulary, skills and potential misconceptions. These go hand in hand with detailed medium-term plans, which are monitored by the Geography Lead. Following teaching, year groups continually review and update their plans to reflect pupils' learning and improve provision, ensuring the curriculum remains responsive and high quality. Discussion (both pupil to pupil and pupil to teacher) has an important role in the development of geographical understanding. Pupils are encouraged to ask geographical questions, share ideas and explain their thinking using appropriate vocabulary. Teacher modelling, targeted questioning, partner talk and structured speaking and listening tasks help pupils develop confidence, clarify understanding and support their ideas with evidence. Where appropriate, P4C is also used to allow children to explore their understanding of concepts. Through these opportunities for talk and feedback, key vocabulary and core knowledge is mastered. Learning is carefully sequenced to develop connected knowledge schemas, helping pupils link new learning to what they already know. Knowledge and vocabulary are explicitly taught, revisited and retrieved to strengthen memory. Through regular retrieval practice and revisiting prior learning, pupils have opportunities to move knowledge from short-term into long-term memory, making it easier to recall and apply. Teachers make purposeful reference to learning from previous units and year groups, enabling pupils to make meaningful connections and develop a coherent understanding of geography over time. Assessment is ongoing and informs future teaching. Low-stakes assessment, including quizzes, true-or-false games, questioning and discussion, helps teachers identify gaps and misconceptions. Teachers also assess pupils' written and practical work through marking and feedback. Each unit concludes with an engaging end-of-unit task, allowing pupils to showcase and apply the substantive, procedural and disciplinary knowledge they have developed. These outcomes, alongside ongoing assessment, help teachers identify what pupils know, what they can do and what needs to be revisited.	 Approach to Assessment  Performance Data  Pupils' Work  Talking to Pupils End-of-unit assessments are designed to be exciting, engaging and inclusive, providing all pupils with the opportunity to showcase their learning at an appropriate level. Tasks allow pupils to access the curriculum through different approaches while providing opportunities for everyone to deepen their understanding and demonstrate greater depth. No pupil is capped in their learning, and all are encouraged to apply and extend their geographical knowledge. Pupils' progress is evaluated through regular activities that assess substantive knowledge, alongside opportunities to demonstrate procedural skills such as mapwork, fieldwork and interpreting data. Disciplinary thinking is developed through tasks that encourage pupils to explain, compare, justify and use evidence in greater depth. Misconceptions are addressed promptly and revisited to secure understanding. Marking provides opportunities for feedback and corrections, supported by ongoing verbal feedback and targeted questioning during lessons. Pupils are expected to produce work that reflects high standards of presentation, with written work meeting the same expectations as in writing lessons. Learning is recorded in a variety of ways to reflect the practical and creative nature of geography. Photographs evidence practical activities and fieldwork, while pupils may also demonstrate their understanding through drama, recorded news reports, videos and links with subjects such as art. This range of outcomes allows pupils to communicate their learning in engaging and meaningful ways. Class teachers regularly talk to pupils and use questioning to assess knowledge, identify gaps and adapt learning to deepen understanding. The Geography Subject Lead also speaks with pupils about their experiences of geography and their learning across units. Comprehensive unit overviews guide these discussions, ensuring pupils have opportunities to demonstrate the key knowledge, vocabulary and skills identified within the curriculum.				
<table><tr><th>Links/References</th></tr><tr><td>Rosenshine's Principles of Instruction</td></tr><tr><td>Teaching Walkthrus Tom Sherrington & Oliver Caviglioli</td></tr><tr><td>Geographical Association</td></tr></table>			Links/References	Rosenshine's Principles of Instruction	Teaching Walkthrus Tom Sherrington & Oliver Caviglioli	Geographical Association
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