



GROVE PRIMARY SCHOOL

Geography

Intent, Implementation and Impact Statement



Intent

Our Geography curriculum is intended to increase pupils' knowledge and curiosity of the wider world and evoke curiosity and fascination about the world they live in. This is achieved through the studies of natural and human environments, as well as physical and human processes. Throughout their learning journey, we aim to embed a deep understanding and a long-standing interest of the subject, through teaching our pupils about diverse places, people and geographical features.

At Grove Primary, we aim to provide our learners with the key vocabulary they need to describe, question and discuss the wider world, as well as their local environment. We encourage our pupils to have a voice and to use it confidently to discuss and critically analyse issues they feel strongly about, such as climate change and deforestation. Our intention is to provide our children with opportunities to expand their geographical knowledge and experiences of the world, building cultural capital and expanding their transferable skills.

In Geography, we aim to develop children's curiosity about the world and their place within it. Through rich discussion, questioning, and debate, pupils build their oracy skills alongside geographical knowledge. They learn to express ideas clearly, listen actively, and use geographical vocabulary with confidence when explaining concepts such as place, environment, and sustainability. Our intent is for pupils to become articulate geographers who can communicate their understanding effectively.

Implementation

Geography is taught as part of a termly topic, covering the knowledge and skills detailed in the National Curriculum. The strands of our Geography Curriculum; geographical skills and fieldwork, locational knowledge, human and physical geography and place knowledge, are strategically mapped out to ensure progression and build upon pupils' prior knowledge. This is implemented through a scheme of work called KAPOW. Our planning sequences support children in developing subject specific language through learning the definitions of key words linked to each lesson. We use topic knowledge organisers to support organisation and long-term retention new information. They are also used to assess pupils' prior and post learning.

Strong cross curricular links are planned, especially with our Spanish curriculum, where each class across the school studies a Spanish speaking country in the summer term. The children also consolidate their geographical knowledge and skills with history units focusing on locational and place knowledge. This ensures that learning is meaningful and contextualised. Additionally, we have developed strong links with our community groups such as the police and environmental officers. This has afforded enrichment opportunities such as investigating traffic and air pollution in the local vicinity. Our pupils are provided with opportunities to extend their knowledge and understanding beyond the local area through studies of the United Kingdom and Europe, and North and South America. Our Geography curriculum is complemented through fieldwork and educational visits, giving our pupils first-hand experiences of the natural world around them.



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Oracy is embedded throughout our geography curriculum. Lessons include structured talk opportunities such as paired discussion, group enquiry, and class debates about current geographical issues. Teachers model precise geographical language, prompting pupils to use key terminology when describing patterns, comparing locations, or presenting findings. Regular use of talk frames, sentence stems, and questioning strategies support all learners in articulating geographical reasoning and developing confidence in spoken communication.

Impact

The impact of our Geography curriculum supports pupils to develop an interest and curiosity about the world and the people who live in it. It ensures that pupils acquire a solid understanding of human and physical environments, and the connections that exist between them. Pupils will extend their geographical vocabulary base through the use of key enquiry skills and analytical skills to find out more about contemporary issues in society and the environment. They will engage in constructive debate around these issues whilst deepening their understanding and developing their questioning skills. Pupil voice, classroom dialogue, and assessed presentations show that children can speak confidently about geographical concepts and issues, reflecting both their knowledge and their growing ability to communicate as thoughtful, informed global citizens.

The impact of the geography curriculum is assessed on a half-term basis.