



Geography Intent

At Bunny C of E Primary School, we believe that an enquiry-based geography curriculum develops curiosity about the world and children's place within it. Our geography curriculum provides children with the knowledge and skills to understand places, people, environments and geographical processes.

Geography follows the National Curriculum and forms part of our Curious Curriculum Explore phase. Through carefully sequenced topics, pupils build knowledge over time and develop the skills needed to investigate and interpret the world around them.

Our curriculum aims to develop pupils who:

- have secure locational and place knowledge;
- understand key human and physical geographical processes;
- use geographical skills, including map work, data collection and fieldwork;
- use appropriate geographical vocabulary to describe and explain their understanding;
- can ask and answer geographical questions and make connections between their learning;
- show curiosity, independence and confidence when investigating the world.

Geography Implementation

Our geography curriculum is carefully sequenced across our two-year cycle, ensuring that children build on prior knowledge and develop their geographical knowledge and skills over time. The National Curriculum provides the statutory content, with our Curious Curriculum providing the wider framework for learning.

Geography is taught during the Explore phase of our Curious Curriculum in the spring term. Topics are chosen to develop children's understanding of both the human and physical world and to provide opportunities to explore geographical questions.

Geography is taught as an engaging and investigative subject, with opportunities for children to explore both their local area and the wider world. Our Global Neighbours work supports children to develop an understanding of different communities, cultures and their place in a wider, interconnected world.

We maintain high expectations for all pupils, with appropriate support and resources enabling every child to access and succeed in geography.

Lessons develop both:

- Geographical knowledge – what pupils know about places, people, environments and processes.
- Geographical skills – how pupils investigate, interpret and communicate geographical information.

Teachers explicitly teach key vocabulary and use questioning, modelling, discussion, practical activities and research to develop understanding. Prior learning is revisited and used to support new learning.

Children develop their geographical skills through using maps, atlases, globes, photographs, data and other geographical sources. Where possible, fieldwork takes place in the school grounds and local area, allowing children to investigate geography through first-hand experiences.

Assessment is ongoing and informs teaching. Teachers use questioning, discussion and pupils' work to identify gaps and misconceptions and adapt teaching where necessary.

Geography Impact

The impact of our geography curriculum is seen in children who:

- know and remember important geographical knowledge;
- can locate and describe a range of places and environments;
- understand key human and physical geographical processes;
- use geographical vocabulary accurately;
- use maps, data and other geographical sources with increasing confidence;
- can apply their knowledge to answer geographical questions and explain their ideas;
- show curiosity about the world and confidence in investigating it.

We evaluate the impact of geography through pupil voice, work in books, learning walks and ongoing assessment.

Our aim is for children to leave our school with a strong understanding of the world, the skills to investigate it and a curiosity to explore it further.