



## Geography

### **Intent:**

The geography curriculum at **Bank End Primary Academy** provides children with a relevant and coherent knowledge of the world and their place in it, through the framework of three vertical concepts. Beginning first with the National Curriculum, we have designed our curriculum as a progressive model around these vertical concepts which provide a concrete lens through which to study and contextualise geography, as well as small steps to help pupils gain a deep understanding of complex, abstract ideas:

- **Location and Place**  
The location of the world's continents, countries and places, and the key physical and human characteristics of each.
- **Geographical Scale**  
Considering the local, national and global scale and understanding how causes and effects occur at all scales.
- **Making Connections**  
How are the human and physical worlds connected? How are different locations connected at different scales?

Our curriculum is designed in a way that embeds core disciplinary knowledge and the ability to approach challenging, geographically-valid enquiry questions. It equips children with sufficient knowledge to think, act and work like professional geographers.

It also creates excitement for geography, inspires a curiosity to learn more about the world and their place in it, and provides opportunities for children to see themselves reflected in the curriculum alongside individuals and communities they may not ordinarily encounter, ensuring it is truly inclusive and diverse.

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### **Implementation:**

Early Years is the first opportunity to develop our children's curiosity for the world. We implement our geography curriculum by following the interests of the children through the Early Years Foundation Stage Statutory Framework, which aims to guide children to make sense of their physical world and their community. A broad range of personal experiences, stories, non-fiction, rhymes and poems supports understanding of our culturally, socially, technologically and ecologically diverse world.

In **Key Stage 1**, geographical skills are taught through learning about the world's seven continents and five oceans, as well as naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils also begin to understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a contrasting non-European country.

In **Key Stage 2**, pupils extend their knowledge beyond the local area to include the UK, Europe, and North and South America. They study the location and characteristics of a range of the world's most significant human and physical features, enhancing their locational and place knowledge alongside key geographical skills.



When planning, teachers begin with the end in mind. Each lesson has a clear learning intention, and outcomes are precise and knowledge-rich. Lessons follow **Rosenshine's Principles of Instruction**, building on prior learning and embedding knowledge within the vertical concepts. Teachers use knowledge organisers that highlight key knowledge and vocabulary all pupils must master. Each unit is carefully planned for progression and depth.

Our geography curriculum is informed by research on **cognitive load theory** and **how children learn best**. We space out new knowledge and interleave content with regular retrieval practice to ensure learning is retained in the long-term memory. Geographical knowledge is taught in meaningful, connected contexts.

For each unit of learning, teachers plan for and children experience:

- Disciplinary knowledge needed to think and work like geographers, including use of primary and secondary sources.
- Co-operative learning strategies (e.g. Kagan) to promote engagement and accountability.
- A careers pathway to highlight opportunities linked to geography.
- Educational visits, visiting experts and use of artefacts to enrich learning.
- Working walls that detail current, prior and future learning, key vocabulary (dual coded), vertical concepts, and links to sustainability.
- Open and targeted questioning to promote deep understanding.
- Local geography links that help pupils connect their learning to familiar environments.
- A global perspective, including the positive and negative experiences of people who have migrated to the UK.
- Differentiated support through scaffolds and models to ensure accessibility for all learners, supported by reference to the 'Geography Four Broad Areas of Need' document.
- Termly CPD for staff to continually strengthen delivery of the curriculum.

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### Impact:

Our Geography Curriculum at **Bank End Primary Academy** is high-quality, sequential, and planned to demonstrate clear progression. Children develop the ability to think critically and analytically, making informed judgements based on their knowledge of the world.

They gain a secure understanding of place, scale, and human/physical geography, including:

- Climate zones, biomes and vegetation belts
- Rivers, mountains, volcanoes, and earthquakes
- The water cycle
- Settlements and land use
- Economic activity, trade links, and distribution of natural resources



Pupils also gain strong fieldwork skills and develop an active curiosity about their world and their place within it.

We believe that if children are keeping up with the demands of each lesson, they are making good or better progress.

We assess the impact of our curriculum using:

- **Pre-learning quizzes** to identify prior knowledge and address gaps (evidenced in books within a yellow border).
- **Reflections** on how well pupils met the intended outcomes.
- **Low-stakes quizzes** to aid recall and check retention.
- **Book looks** and pupil discussions about their learning.
- **Scholarly writing tasks** to allow children to write at length and demonstrate deep understanding.
- **Ongoing assessment** through teacher interaction and feedback that is precise, actionable, and responded to in every lesson.
- **Spaced retrieval** during and after each unit to check knowledge is retained over time.

Our geography curriculum supports the development of **cultural capital**, especially for our most disadvantaged pupils. We provide opportunities such as guest speakers, enrichment days, and school trips that support fieldwork and contextual learning. Our aim is to equip all children with the knowledge and skills they need not just to be successful learners, but confident, informed citizens of the world.