



Broadhempston Primary School

Geography Curriculum Statement

At Broadhempston Primary School, we believe that geography helps children make sense of the world around them and understand their place within it. Through the study of places, people, environments and physical processes, pupils develop curiosity about the world and an appreciation of the connections between people, places and the environment.

As a small rural school, we are fortunate to be surrounded by a rich and diverse local landscape that provides meaningful opportunities for geographical exploration. We encourage children to become observant, inquisitive and reflective learners who develop an understanding of their local area while broadening their knowledge of the wider world.

Our geography curriculum inspires pupils to ask questions, investigate places and environments and understand how human and physical processes shape our world. Through the study of local, national and global geography, children develop knowledge, skills and understanding that help them make informed decisions about the future of our planet.

We aim to nurture responsible and environmentally aware young geographers who appreciate the diversity of people, cultures and environments across the world. Through engaging geographical experiences, children develop the knowledge, skills and curiosity needed to understand an increasingly interconnected world.

National Curriculum

At Broadhempston Primary School, our geography curriculum enables pupils to:

- Develop contextual knowledge of the world's continents, countries, cities and oceans.
- Understand similarities and differences between places and environments.
- Investigate physical geographical processes, including climate, rivers, mountains and coasts.
- Understand how human activity influences and changes environments.
- Interpret a range of geographical sources, including maps, aerial photographs and digital mapping.
- Collect, analyse and communicate geographical information.
- Develop geographical enquiry skills and ask relevant geographical questions.
- Understand environmental challenges and the importance of sustainability.
- Appreciate the diversity of places, people and cultures around the world.

To achieve these aims, the curriculum is organised around two interconnected dimensions:

- Substantive Knowledge - understanding places, environments, human and physical processes and geographical concepts.
- Disciplinary Knowledge - understanding how geographers investigate, interpret and explain the world around them.

Pupils develop their understanding through the following key areas:

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills and Fieldwork

These areas are revisited throughout the curriculum to ensure pupils build secure knowledge and develop increasingly sophisticated geographical understanding.

Curriculum design and delivery

As a small rural school, geography is taught within mixed-age classes through a carefully planned two-year rolling programme in Key Stage 1 and a four-year rolling programme in Key Stage 2. This ensures full curriculum coverage while enabling pupils to revisit and deepen their understanding of key geographical concepts over time. While pupils may study the same geographical themes, learning is carefully planned to ensure that knowledge, concepts and fieldwork skills are developed progressively and with appropriate challenge for each year group.

We have chosen the Kapow scheme as the foundation for our geography curriculum because it provides a carefully sequenced progression of knowledge and skills while allowing teachers to respond to the needs, interests and experiences of our pupils.

Our curriculum is structured around a spiral model which enables pupils to revisit important geographical concepts throughout their primary education. This approach supports long-term retention and helps pupils make meaningful connections between previous and new learning.

Through this approach, pupils:

- Build and revisit key geographical knowledge.
- Develop enquiry and investigation skills.
- Strengthen their understanding of human and physical geography.
- Interpret a range of maps and geographical sources.
- Apply their learning to local, national and global issues.

We believe it is important that pupils understand that geography is not simply about learning facts about places but about understanding how people, environments and processes interact. Children learn how geographers investigate, interpret and explain the world around them using evidence gathered from a range of sources.

Our curriculum develops three interconnected forms of knowledge:

- **Substantive knowledge** - geographical facts, concepts and understanding.
- **Disciplinary knowledge** - understanding how geographical knowledge is gathered, analysed and interpreted.
- **Procedural knowledge** - the practical skills needed to undertake fieldwork, use maps and communicate geographical information effectively.

These forms of knowledge are developed through enquiry, discussion, map work, fieldwork and the use of digital technologies, helping pupils develop confidence as geographers and independent learners.

The curriculum is enriched through geographical investigations, educational visits and residential experiences. Fieldwork opportunities enable pupils to apply their learning in authentic contexts and develop practical geographical skills beyond the classroom.

Progression

Our geography curriculum is carefully sequenced to ensure that pupils develop increasing knowledge, skills and understanding as they move through the school. Through a spiral curriculum, children revisit key geographical concepts while developing greater independence, enquiry skills and geographical understanding.

In the Early Years, children begin to explore the world around them through observation, discussion and first-hand experiences. They learn about their immediate environment and develop curiosity about people, places and nature.

In Key Stage 1, pupils develop foundational geographical knowledge through the study of their local area and contrasting locations. They learn to identify physical and human features, use simple maps and carry out basic geographical enquiries.

As pupils progress through Lower Key Stage 2, they deepen their understanding of places and environments at local, national and global scales. They begin to interpret maps, analyse data and understand the relationship between human and physical geography.

In Upper Key Stage 2, pupils become increasingly independent geographers. They undertake more sophisticated enquiries, interpret a wider range of geographical sources and evaluate environmental, social and economic issues from different perspectives.

Throughout their time at Broadhempston Primary School, pupils develop geographical knowledge, enquiry skills and critical thinking. They learn to observe, investigate and interpret the world around them while recognising the connections between people, places and environments. This progression enables pupils to become curious, knowledgeable and geographically literate young people who understand both their local area and their responsibilities as global citizens.

Personal development and wider curriculum links

Oracy - Geography provides rich opportunities for pupils to develop their speaking and listening skills. Pupils are encouraged to:

- Ask geographical questions.
- Present findings from investigations and fieldwork.
- Discuss environmental and global issues.
- Use geographical vocabulary accurately.
- Interpret and explain geographical information.
- Justify opinions using evidence.

These experiences help pupils develop confidence in communicating geographical ideas clearly and effectively.

Fieldwork and Outdoor Learning - Fieldwork is a central part of our geography curriculum. Our local village, the surrounding Devon countryside and nearby coastal environments provide valuable opportunities for pupils to investigate geographical processes first-hand and develop a strong sense of place. Pupils take part in local visits and investigations that enable them to apply classroom learning to real-world environments. Through fieldwork, children develop observation, data collection, measurement, mapping and enquiry

skills while increasing their understanding of geographical processes. Residential experiences in Key Stage 2 provide valuable opportunities to undertake both countryside and coastal fieldwork. These experiences allow pupils to investigate physical and human geography in authentic settings and develop a deeper understanding of different environments.

Digital Mapping and Technology - Pupils use a range of digital technologies to support geographical learning. Resources such as Digimap enable children to explore places, analyse geographical information and develop map-reading skills using modern digital tools. Technology supports pupils in collecting, presenting and interpreting geographical data in meaningful ways.

Sustainability - Sustainability is woven throughout our geography curriculum. Pupils explore issues such as climate change, biodiversity, conservation, renewable energy and responsible use of natural resources. Through these studies, children develop an awareness of environmental challenges and their role as global citizens.

Critical Thinking - Geography encourages pupils to ask questions, investigate evidence and consider different viewpoints. Through enquiry-based learning, children develop the ability to analyse information, identify patterns and draw informed conclusions about geographical issues.

Cultural Capital - Through studying local, national and global places, pupils gain a broader understanding of the world beyond their immediate experience. Educational visits, residential experiences and geographical investigations help children appreciate the diversity of people and places across the globe.

Inclusion and Diversity - We believe that geography should be accessible, engaging and inspiring for all pupils. Learning encourages children to:

- Explore a diverse range of cultures, communities and environments.
- Develop respect for different ways of life.
- Appreciate global interdependence.
- Understand the importance of inclusion and equality within local and global communities.

We are committed to ensuring that all pupils, including those with SEND, can access and succeed within the geography curriculum through appropriate scaffolding, adaptive teaching and practical support.

Assessment

Assessment is an integral part of teaching and learning in geography at Broadhempston Primary School. Teachers use ongoing assessment to identify what pupils know, understand and can do, and to inform future teaching.

Formative assessment takes place throughout lessons through:

- Skilled questioning and discussion.
- Observation of fieldwork and enquiry activities.
- Review of geographical recording and outcomes.
- Map work and interpretation activities.
- Retrieval activities that revisit previously taught knowledge.
- Pupil reflection and self-assessment.

Assessment considers both geographical knowledge and disciplinary skills, ensuring pupils develop a secure understanding of geographical concepts alongside the ability to think and work as geographers.

Leaders and staff monitor the quality and impact of the curriculum through:

- Reviewing pupils' work.
- Pupil voice activities.
- Lesson visits and curriculum monitoring.
- Analysis of assessment information.

Through these approaches, we ensure that pupils build secure geographical knowledge and make strong progress throughout the curriculum.

CPD

High-quality teaching is essential to the successful delivery of our geography curriculum. We recognise that strong subject knowledge and confidence enable teachers to support pupils in developing geographical understanding, enquiry skills and environmental awareness.

Teachers are supported through a range of professional development opportunities, including:

- Access to high-quality curriculum resources and lesson guidance.
- Clear progression documents showing how knowledge and skills develop across the school.
- Subject-specific knowledge and fieldwork guidance.
- Professional development materials and training resources.
- Collaboration with colleagues to share effective practice.
- Ongoing support and professional dialogue with subject leaders.

Our chosen curriculum resources support teachers in understanding how geographical knowledge builds over time and how pupils develop increasing confidence as geographers.

Leaders continually evaluate the effectiveness of the curriculum through monitoring, pupil voice, staff feedback and professional development needs to ensure all pupils receive a high-quality geography education.

Impact

By the time pupils leave Broadhempston Primary School, they will have developed a secure foundation of geographical knowledge, skills and understanding. They will be able to investigate places, interpret geographical information and explain how human and physical processes shape the world around them.

Pupils will understand the interdependence of people, places and environments and will be able to apply geographical knowledge to local, national and global issues. They will use geographical vocabulary accurately and communicate their ideas with increasing confidence and precision.

The impact of our curriculum is evident in pupils' ability to think geographically, undertake fieldwork, interpret maps and apply their learning to real-world contexts. As they progress through the school, pupils demonstrate increasing curiosity, independence and critical thinking as young geographers.

Fieldwork visits, local investigations, residential experiences, digital mapping activities and geographical enquiries provide meaningful opportunities for pupils to apply their learning beyond the classroom and develop a deeper understanding of the world around them.

Our pupils leave Broadhempston as curious, reflective and environmentally aware young people who understand the importance of geography in shaping communities, environments and futures, and who are well prepared for the next stage of their education and beyond.

Curriculum Progression Overview

Locational knowledge

Year 1/2	Locate continents, oceans, UK countries, capital cities and surrounding seas.	Know 7 continents, 5 oceans, UK nations, capitals, Europe, country, continent and capital city.
Year 3/4	Locate countries, cities, rivers, mountains, volcanoes, Ring of Fire and UK regions.	Know climate zones, biomes, vegetation belts, settlement types, latitude, longitude, Equator and hemispheres.
Year 5/6	Locate global regions and explain patterns using latitude/longitude and time zones.	Know Prime Meridian, population distribution, vegetation belts and environmental regions.

Place knowledge

Year 1/2	Compare local area with contrasting non-European location.	Life elsewhere can be both similar and different.
Year 3/4	Explain similarities, differences and environmental adaptation.	Know impacts of volcanoes and earthquakes on communities.
Year 5/6	Analyse environmental regions, trade and tourism.	Know mountain region characteristics and global interdependence.

Human and physical geography

Year 1/2	Describe weather, seasons, settlements and features.	Know seasons, weather, Equator, poles and human/physical features.
Year 3/4	Explain rivers, volcanoes, earthquakes, settlements and land use.	Know water cycle, biomes, climate zones, resources and sustainability.
Year 5/6	Analyse climate change, migration, trade and resources.	Know vegetation belts, migration, population growth and environmental impact.

Geographical skills and fieldwork

Year 1/2	Use maps, atlases, globes and simple fieldwork.	Know keys, symbols, atlases, globes and compass directions.
Year 3/4	Use OS maps, scales, grid references and data collection.	Know scale, sampling, quantitative and qualitative data.
Year 5/6	Use GIS, thematic maps and independent enquiry.	Know GIS, contours, data interpretation and evaluation.