

INTENT - We aim to...

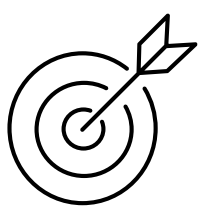
Provide a high-quality Geography education that promotes a culture of excellence.

Emphasise the importance of Geography and support pupils in developing as young geographers.

Ensure all pupils are entitled to Geography as part of the statutory curriculum.

Set clear expectations for pupil progress, ensuring continuity in knowledge, skills, and values.

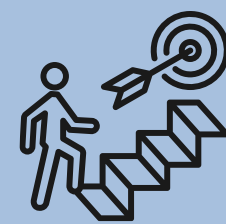
Use structured, enquiry-based teaching with clear assessment, monitoring, and staff development to maintain high standards.



IMPLEMENTATION - How do we achieve our aims?



In **EYFS**, pupils begin to develop early geographical understanding by recognising, identifying, describing, observing, and talking about the world around them. They are introduced to basic geographical vocabulary through play and exploration, with a focus on noticing features and beginning to explain simple ideas.



At **Key Stage 1**, pupils build on this foundation by describing and observing places and environments, using appropriate vocabulary, and beginning to reason and ask questions. They develop early mapping, comparison, and explanation skills, and start to form simple views about geographical phenomena.



At **Key Stage 2**, pupils deepen and extend their geographical knowledge by classifying, comparing, and explaining patterns and processes. In Lower KS2 they begin to synthesise information from different sources and use more specialised vocabulary, while in Upper KS2 they apply their knowledge across contexts, identify links and patterns, and evaluate evidence to reach conclusions, make judgements, and generate their own questions.

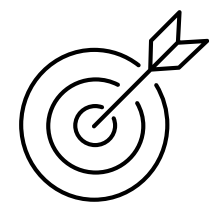
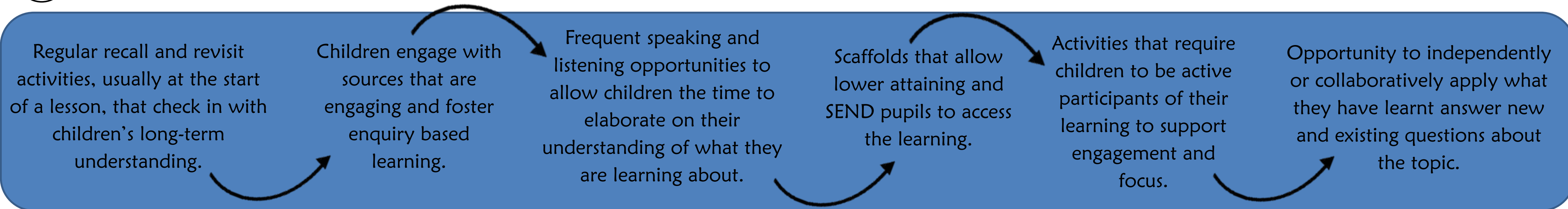
The mountains rose, the valleys sank down to the place that you appointed for them.

Psalm 104:8

'The future of the natural world, on which we all depend, is in our hands.'
– Sir David Attenborough



What does a Geography Lesson look like at BRW?



IMPACT – How will we know we have achieved our aims?

Use of clear enquiry objectives and performance descriptors to define expected geographical outcomes at each stage.



Ongoing formative assessment through a wide range of evidence (discussion, fieldwork, practical tasks, writing, and observation).



Teacher professional judgement, supported by accumulated evidence, used to make accurate 'best fit' summative assessments.



Pupils are able to use Geographical vocabulary, analyse sources, and explain, justify, and evaluate events with increasing sophistication as they move through the school.

Consistent monitoring across key stages using standardised descriptors to track progress in knowledge, skills, vocabulary, and application over time.

