

Geography: Intent, Implementation, Impact



"At Ellington Primary School, Geography is the study of places and the relationship between people and their environment."

Introduction and Aims

At Ellington Primary School, our geography curriculum is designed to provide a purposeful, inspiring and stimulating education that develops pupils' understanding of the world and their place within it. Our geography curriculum enables pupils to meet the end of Key Stage attainment targets as set out in the National Curriculum. The aims of our curriculum also align with those of the National Curriculum, which can be found [here](#).

We use the Kapow Primary Geography scheme of work, which is fully aligned with the National Curriculum and "aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world – in other words, to think like geographers". At Ellington, we want all of our pupils to develop the ability to think like geographers and gain the analytical and critical thinking skills that come with this perspective as we prepare them for life beyond our school.

We aim to ignite curiosity about diverse places, people and environments while equipping children with the knowledge and skills to become informed, responsible, resourceful and active citizens at every scale, from local to global.

Intent

The intent of our geography curriculum at Ellington Primary School is to provide our children with a curriculum that builds upon prior learning year after year. This approach ensures that all pupils receive inclusive and thought-provoking learning opportunities while allowing them to reflect upon and make connections with what they already know from other areas of the geography curriculum. As a result, pupils are supported in achieving the expected outcomes by the end of primary school.

Through our curriculum, we aim to develop curious and inspired geographers while promoting our school values of **respect, teamwork, honesty, pride, happiness and resilience**. Through collaborative learning, fieldwork and enquiry-based activities, pupils learn to value different perspectives, work effectively with others, persevere when faced with challenges, and take pride in their learning and achievements.

We hope that this leaves our pupils with a deep appreciation of the world around them, alongside an understanding of the interconnections between human and physical geography.

The teaching and learning of geography at Ellington Primary School are driven by our commitment to developing our curriculum drivers:

Aspirations

Once children begin to understand their value as local and global citizens and how their actions could influence both the natural and man-made aspects of our world, we aim to inspire children to achieve goals that will continue to contribute to sustainable living and a protected planet. During their geography journey at Ellington Primary School, we aim to provide pupils with transferable skills that they can use to drive their achievements and set aspirations for their future. Links to geography are also made through our curriculum enrichment map.

Wider World

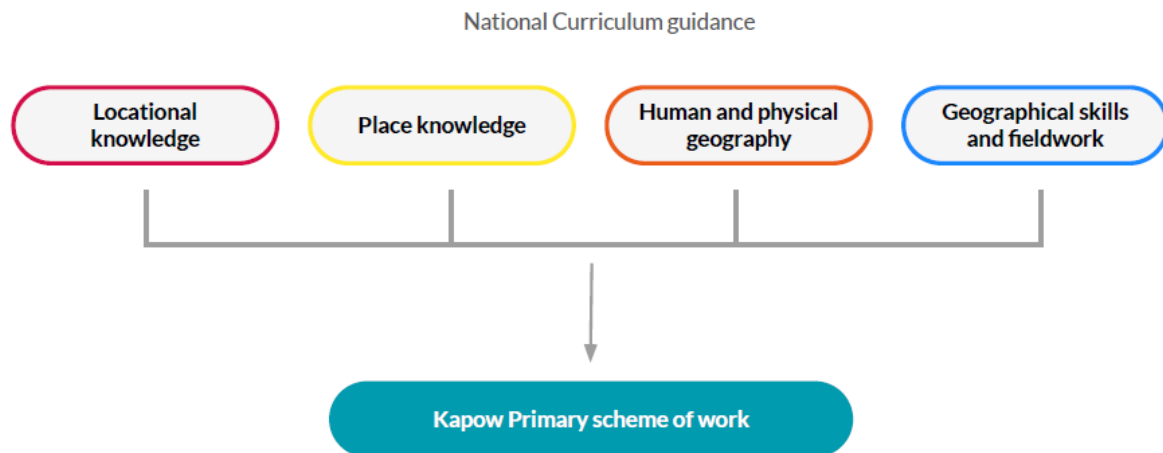
We want our children to develop a deep interest and knowledge of their locality and how it differs from other areas of the world. We wish to inspire children to become empathetic global citizens with an awareness of the cultural differences found in communities beyond Ellington.

Independent Thinking

Being a geographer means being good at thinking. At Ellington Primary School we encourage children to become critical thinkers, with the ability to ask perceptive questions and explain and analyse evidence.

Implementation

In order to meet the aims of the National Curriculum for Geography and in response to the Ofsted Research Review into Geography, we have highlighted the following key strands at the core of our geography teaching and learning:



At Ellington Primary School, geography is taught through the carefully sequenced Kapow Primary scheme of work, which has been designed to meet the aims of the National Curriculum and reflects the recommendations of the Ofsted Research Review into Geography. Knowledge is deliberately organised so that pupils build upon prior learning, enabling them to make meaningful connections between places, environments and geographical concepts while developing an increasingly secure understanding of the world around them.

Our curriculum places equal importance on substantive knowledge (the geographical facts, concepts and vocabulary pupils learn) and disciplinary knowledge (how geographers investigate, interpret and understand the world). These strands are carefully interwoven throughout every unit, ensuring pupils not only develop secure geographical knowledge but also understand how geographical information is collected, analysed and used to explain patterns and processes.

Each six-lesson unit begins with an enquiry question that drives pupils' learning and encourages them to think critically as geographers. Throughout each unit, pupils follow an enquiry cycle of **Question, Investigate, Interpret, Evaluate, Conclude and Communicate**, enabling them to ask geographical questions, collect and interpret evidence, analyse data and justify their conclusions using a range of geographical sources.

A strong understanding of **place** is central to our geography curriculum. In Key Stage 1, pupils begin by exploring their local area before comparing it with other places within the United Kingdom and beyond. Throughout Key Stage 2, pupils continually revisit previous learning to deepen their understanding of human and physical geography, recognise geographical patterns and processes, and make comparisons between regions, countries and continents. This carefully sequenced approach enables pupils to develop a secure mental map of the world while strengthening their understanding of the relationship between people and the environment.

Throughout the curriculum, pupils develop their understanding of the key geographical concepts of:

- Place
- Space
- Scale
- Interconnection
- Physical processes
- Human processes
- Environmental change
- Sustainability

Teachers use a range of geographical resources including maps, atlases, aerial photographs, satellite imagery, digital mapping technologies, geographical data and a range of primary and secondary sources to deepen pupils' understanding and promote rich discussion. Fieldwork forms an integral part of the curriculum, providing pupils with regular opportunities to observe, measure, record and present geographical information within meaningful real-life contexts. Explicit teaching of subject-specific vocabulary enables children to communicate their geographical understanding with increasing accuracy and confidence. Retrieval activities and regular opportunities to revisit previous learning strengthen long-term memory and ensure geographical knowledge is retained over time.

Each geography lesson is adapted to ensure all pupils can access our ambitious curriculum. Teachers provide appropriate scaffolds, carefully model geographical enquiry and fieldwork skills, and use skilful questioning to deepen pupils' understanding while maintaining high expectations for every learner.

Our curriculum is further enhanced through a wide range of curriculum enrichment opportunities including educational visits, local fieldwork opportunities and visitors. Pupils regularly explore the local area of Ellington and the neighbouring village of Cresswell to investigate both human and physical geographical features, enabling them to apply classroom learning in authentic contexts. Visits, fieldwork experiences and visitors to school include visits to Cresswell beach, a rainforest workshops at Sunderland Winter Gardens and a green energy visitor. Each class has an environmental focus opportunity mapped out which ensures at least three opportunities for wider geographical learning beyond their geography lessons.

Assessment is ongoing throughout each unit. Teachers use questioning, discussion, retrieval practice, observation, fieldwork outcomes and end-of-unit tasks to assess pupils' understanding and inform future teaching. Pupils also complete Kapow Knowledge Catchers and Knowledge Quizzes as summative assessments against each unit's key knowledge and enquiry question. At Ellington Primary School, these assessments are further supported by bespoke assessment materials that accurately track pupils' progress, identify strengths and address misconceptions. This ensures pupils continue to build secure geographical knowledge, disciplinary skills and fieldwork expertise as they progress through the school.

What will I see if I visit a geography lesson at Ellington?

Knowledge Check: An opportunity at the beginning of the lesson to revisit prior learning to support recall and retention of key knowledge as well as addressing misconceptions.

Creative, quality-first teaching: Class teachers use medium term plans (adapted from Kapow Primary) to bring geography alive for their children. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required.

Clear instruction: Teachers will deliver lessons which have been carefully planned and modelled to provide the best possible teaching and support for the children.

Skilful questioning: Questioning is carefully planned into the curriculum to aid discussion with children about their work. Short-term planning includes 'key questions' staff can use to support them. Teachers use a mix of strategies to make sure all learners are engaged for example no hands up and cold calling techniques.

Creative, Safe and Supportive Environment: Children and adults work together to make classrooms safe and happy places to be. Mistakes are celebrated and seen as opportunities to learn. Children are reminded of personal safety and risk assessment. We use the Zones of Regulation to support children in making positive choices around their behaviour and refer to class charters and school rules.

Work we are proud of: Children are encouraged to do their very best in all lessons and produce work they take pride in. Work is celebrated and shared.

Lock it in task: Completed in the plenary, this activity is an opportunity to assess key learning from the lesson and is used to support future planning.

Links to our curriculum drivers and school values: Wherever possible, teachers highlight links to curriculum drivers and school values so that children recognise their importance and support their learning. For example, links may be made with careers relevant to that subject or unit of work.

Impact

The impact of our geography curriculum is continuously monitored through both formative and summative assessment. Each lesson within the Kapow Primary Geography scheme provides clear guidance to support teachers in assessing pupils against the intended learning objectives through questioning, discussion, practical fieldwork, retrieval practice and low-stakes assessment opportunities. This ongoing assessment ensures that misconceptions are identified and addressed promptly, enabling pupils to build secure and increasingly sophisticated geographical knowledge and skills over time.

Each unit includes a Knowledge Catcher and Knowledge Quiz, which are used as end-of-unit summative assessments. These outcomes inform future teaching through targeted retrieval activities, including knowledge checks, recap lessons and 'Lock It In' tasks, helping pupils to strengthen their long-term retention of key geographical knowledge. In addition, teachers complete end-of-unit assessment grids to evaluate pupils' understanding of substantive knowledge, disciplinary skills and tier 3 geographical vocabulary. These assessments are used to inform future planning, ensuring that key concepts, vocabulary and geographical skills are revisited and embedded where necessary.

At Ellington Primary School, we have further strengthened our assessment practice through the use of bespoke assessment materials, designed to accurately track pupils' progress and identify strengths and areas for development. This enables teachers to provide timely support and ensures that all pupils make strong progress throughout the geography curriculum.

As a result of this approach, pupils retain and apply their geographical knowledge over time and demonstrate clear progression in both their substantive and disciplinary understanding. Assessment evidence shows that pupils are increasingly able to recall prior learning, make meaningful connections between different places and geographical themes, interpret a range of maps and data, and confidently use ambitious geographical vocabulary to explain their thinking.

By the time pupils leave Ellington Primary School, they are well prepared for the next stage of their education. They are curious, knowledgeable and responsible geographers who understand the diversity of the world around them and recognise the interdependence between people, places and environments. They are confident in asking geographical questions, investigating their local area and the wider world, and using a range of geographical skills to interpret, analyse and communicate information effectively.

The impact of our geography curriculum is evident in pupils who:

- Think and act like geographers.
- Develop a secure understanding of the physical and human processes that shape our world.
- Demonstrate a strong understanding of place, space, scale and environmental change.
- Use a range of geographical skills, including map reading, fieldwork, data collection, interpretation and digital mapping, with increasing confidence.
- Apply geographical enquiry skills by asking thoughtful questions, collecting evidence and drawing informed conclusions.
- Make meaningful connections between local, national and global geography.
- Use ambitious and accurate geographical vocabulary to explain geographical processes and patterns.
- Develop an appreciation of sustainability and understand their role as responsible global citizens.
- Meet or exceed the end of key stage expectations outlined in the National Curriculum for Geography.