

## Geography Intent

At Park Hall Infant Academy and Park Hall Junior Academy, we aim to instil pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives, through an ambitious and inclusive curriculum. We want children to expand their geographical vocabulary, increase their knowledge of the wider world, promote high aspirations and create a life-long love of the subject. Children will develop a good knowledge of countries in the world and are able to describe, locate and compare them. In understanding their local area, children can explain how it has changed, understand how their locality connects to the wider world as well as explore environmental issues that can affect their futures. From trade and farming, weather and mountains to natural disasters, hot and cold places and The United Kingdom, our curriculum will provide children with an awareness of key human and physical geographical features in the world and how they can impact human lives. As a school, we make use of a range of resources to equip children with skills they will carry with them to secondary school and beyond. Children will learn how to navigate compass points, read maps and how to locate using an atlas, both digitally and paper-based, with increasing independence. Our curriculum is ambitious for all pupils, including those with SEND. Through adaptive teaching and appropriate reasonable adjustments, we ensure all children can access learning, build geographical knowledge and vocabulary and develop confidence as young geographers. By the end of their time at Park Hall, children will have developed a rich enthusiasm for Geography and will be able to successfully demonstrate their understanding of our world.

## Geography Implementation

Learning is structured to ensure children develop secure foundations in locational knowledge, place knowledge, human and physical geography and geographical skills.

Lessons are designed to be practical, engaging and vocabulary-rich. Teachers explicitly model geographical language and provide opportunities for pupils to rehearse and apply new terminology. Retrieval practice, revisiting prior learning and the use of knowledge organisers support long-term retention.

Pupils regularly use a range of maps, atlases, globes and digital mapping tools to develop independence and confidence. Fieldwork within the local area enables children to observe, question and record geographical features first-hand. Children are taught to use simple compass directions, symbols and keys to create their own basic maps.

Teaching is ambitious for all learners. Adaptive teaching strategies ensure that content is accessible while maintaining high expectations. Scaffolding, visual supports, pre-teaching of vocabulary, structured talk opportunities and practical resources are used to support understanding. Reasonable adjustments are made for pupils with SEND to ensure full participation in lessons and activities. Where appropriate, tasks are broken into manageable steps and adult support is targeted to promote independence.

Assessment is ongoing and informs planning. Teachers use questioning, discussion, low-stakes quizzes and practical outcomes to check understanding and address misconceptions promptly.

Through consistent routines, explicit teaching and inclusive practice, all pupils are supported to develop the knowledge, skills and confidence required to succeed as young geographers.

## Geography Impact

By the end of Key Stage 2, pupils will have a secure knowledge of key geographical locations, features and processes. Children will show an awareness of environmental issues that affect the world. They will understand that actions have consequences and will be able to give simple examples of how individuals can help protect the environment. They will be able to use maps, atlases and fieldwork skills confidently and will understand how their local area has changed over time. In doing so, they will understand the connection between people and the planet, as well as how our local area fits in with the wider world. Pupils will develop an understanding of trade and why it is important for countries to work together. They will begin to recognise the importance of fairness and equal opportunities in a global community.

The impact of our ambitious and inclusive curriculum is evident in pupils' growing confidence, knowledge and curiosity. All children, including those with SEND, will make progress from their starting points. Through adaptive teaching and reasonable adjustments, pupils with SEND will successfully access the curriculum, retain key knowledge and participate fully in geographical discussions and fieldwork.

By the end of Key Stage 2, pupils will have developed the foundational knowledge, skills and awareness needed to continue their geographical learning journey with confidence.