



Longwick Geography Curriculum



Geography Intent

Geography at Longwick enables children to think like geographers: asking thoughtful questions, noticing patterns, interpreting evidence and developing explanations about people, places and environments. Through rich disciplinary knowledge, children learn how geographers investigate the world using maps, data, fieldwork, photographs and digital tools. Alongside this, substantive knowledge gives children a secure understanding of locational knowledge, place knowledge, human and physical processes and the relationships that shape our planet.

Children learn to interpret the world through observation, enquiry and analysis, developing confidence to express their ideas through oracy, discussion and debate. They use precise geographical vocabulary to describe patterns, processes, similarities and differences, interdependence and change over time. The curriculum helps children understand how environments develop, how communities adapt and how global issues such as climate, sustainability and migration influence the world they live in today. By exploring interconnected themes, children build an understanding of how human choices, natural processes and environmental interactions shape places across the globe.

Our curriculum actively promotes British Values by helping children understand democracy, individual liberty, mutual respect and the rule of law in meaningful, age-appropriate ways. Children learn to appreciate and celebrate the diversity of cultures, environments and identities that shape modern Britain and the wider world, developing empathy and respect for others. Through discussion, stories and real-world examples, children explore how race, culture, heritage, environment and community contribute to who we are. This builds a strong foundation for core values that help them grow into thoughtful, responsible citizens who understand their place in a diverse and interconnected world.

Geography supports our school vision by helping children recognise their place in the world, understand the experiences of others and appreciate how our school values — perseverance, respect, responsibility and community — are lived out in different environments. Through studying how places change, and how people respond to those changes, children develop a sense of identity, empathy and curiosity, understanding that Geography is not only about the world as it is, but also about the world we are shaping. As children build this understanding of place, identity, environment and perspective, they begin to see how their own choices influence the communities they belong to. Geography equips them with the confidence to question, to empathise and to contribute positively to the world beyond Longwick. These skills help them **Grow** in knowledge, **Flourish** in character and ultimately **Fly** as thoughtful, informed young people ready to navigate an ever-changing planet.

Geography Implementation

Our Geography curriculum is designed to be progressive, coherent and connected. Through carefully sequenced units, children revisit and deepen key concepts such as weather and climate, physical processes, human impact, sustainability, settlement, trade, migration and interdependence. Enquiry questions guide each unit, helping children build knowledge cumulatively and apply disciplinary thinking with increasing independence.

Geography is the main subject driver in Spring term, with other subjects linked where appropriate. Key concepts thread through each year to provide children with a consistent set of big ideas that they revisit annually, so learning connects across year groups, builds depth over time and supports long-term retention.

In Autumn and Summer terms, geography is a secondary subject to History, providing opportunities to explore how individuals and communities influence environments. This helps children understand how people, places and environments connect, making learning more coherent, memorable and relevant.

Geography at Longwick is taught through rich enquiry, where children learn to think, speak and behave like geographers. Teachers model geographical thinking explicitly, showing children how to ask questions, interpret maps, analyse data, observe patterns and build explanations using a wide range of sources.

1. Inclusion

Geography at Longwick is designed so every child can access, enjoy and succeed in learning about the world. Lessons build on secure prior knowledge and carefully sequenced vocabulary, with visuals and clear models supporting children who benefit from additional scaffolding. Teachers plan for both support and challenge, ensuring children with SEND can engage meaningfully in enquiry, fieldwork and map-based activities. Experiential learning and outdoor exploration provide low-pressure, practical ways for children to demonstrate understanding, while structured oracy routines help all children rehearse language, explain their thinking and develop confidence as geographers. Adaptations are thoughtfully woven into lessons so every child can interpret places, recognise patterns and understand how people and environments shape each other.

2. Historical links to strengthen geographical understanding

Each term, Geography and History are deliberately connected so children understand how people, places and environments shape each other. Teachers use maps to explore movement, settlement, trade routes, migration patterns and the impact of physical geography on human choices. Children learn how mountains, rivers, coastlines and climate influence exploration, conflict, settlement and cultural development. These links help children understand how Britain and the wider world have changed and how global events continue to influence environments today.

3. Creative, experiential and outdoor learning

A creative approach underpins our Geography teaching. Children learn through practical, experiential and imaginative activities that help them explore the world around them and understand different perspectives. Creative approaches make abstract concepts concrete and memorable. These approaches encourage children to interpret environments, empathise with communities and express their understanding using rich geographical vocabulary.

Outdoor learning is central to Geography at Longwick. Children investigate the school grounds, local area and wider community to strengthen their understanding of place, environment and human activity. Activities include:

- * exploring local physical and human features
- * conducting fieldwork such as surveys, sketches, measurements and observations
- * mapping journeys and routes using large-scale floor maps
- * investigating weather patterns and micro-climates
- * visiting local sites such as farms, rivers, churches or woodlands

Outdoor learning supports curiosity, collaboration and active enquiry, helping children connect classroom learning to real places.

4. Oracy-rich teaching

Oracy strategies are woven through every unit so children learn to express geographical ideas clearly and confidently. Teachers use structured talk routines such as Talk Trio, Echo and Build, Role-play interviews, and map-based discussions to help children rehearse vocabulary, justify opinions and explain processes. Sentence stems support children to describe patterns, processes, similarities and differences, interdependence and change over time.

Vocabulary is taught explicitly and revisited through talk, drama, outdoor learning and writing. Talking and thinking like a geographer through sentence stems is modelled and encouraged.

5. Using diverse geographical sources

Children investigate the world using a broad range of sources. Digital footage, aerial photographs, satellite images, maps and atlases help children see places and processes in context. Teachers balance this with traditional sources such as diagrams, sketches, timelines, globes and written accounts. Fieldwork sources including surveys, questionnaires, measurements and observations give children authentic evidence to question, compare and interpret. Teachers model how geographers use these sources to construct explanations and understand change over time.

Geography Assessment Framework

Prior Knowledge

At the start of each lesson, children answer a short question or complete a quick activity recalling learning from the previous lesson. This activates prior knowledge, strengthens retrieval and helps teachers identify misconceptions before new content is introduced.

End of Lesson Reflection

At the end of each lesson, pupils respond to a focused question drawn from the day's learning. This checks understanding, encourages geographical reasoning and allows children to explain what they now know using precise vocabulary.

End of Unit Showcase – “Geography on a Page”

At the end of the main Spring term unit, children create a ‘Geography on a Page’ evaluation to demonstrate their cumulative understanding of a topic. Alongside geographical knowledge, they can choose to include art, maps, diagrams, drama or other subjects. This creative approach allows children to express understanding through multiple disciplines, making Geography vivid and memorable.

- **KS1:** drawings, captions and short sentences
- **Lower KS2:** maps, diagrams, paragraphs and labelled sketches
- **Upper KS2:** written explanations and opportunities for oral presentations and evidence-based reasoning

Geography Impact

By the time children leave us, they will have secure knowledge of significant places, environments and processes that shape Britain and the wider world. They will speak confidently using precise geographical vocabulary, drawing on strong oracy foundations to describe patterns, processes, similarities and differences, interdependence and change over time.

Through outdoor learning, they will connect Geography to real places, using fieldwork, local landmarks and mapping activities to understand how environments and communities change. Strong historical links will enable them to explain how people, places and environments influence each other.

Children will recognise diversity, understand British Values and show respect, responsibility and curiosity. They will leave Longwick able to question, to empathise and to contribute positively to the world beyond school — ready to **Grow, Flourish** and **Fly** as thoughtful young people in an ever-changing world.