



## Geography – Intent, Implementation and Impact

### Intent

At Goathland Primary School, our geography curriculum aims to inspire in pupils a lifelong curiosity and fascination about the world and its people. We want our children to develop a deep understanding of the world around them—its places, people, environments, and physical and human processes. Our intent is to ensure pupils:

- Develop knowledge of globally significant places—both terrestrial and marine—and understand how these locations relate to one another.
- Gain a strong locational awareness of their own environment, from the local area to the wider world.
- Understand the key physical and human processes that shape landscapes, societies, and environments.
- Develop fieldwork and mapping skills that enable them to observe, record, and interpret the world around them.
- Appreciate how geography connects to everyday life, environmental issues, and global citizenship.

Our curriculum is designed to reflect our local context—helping pupils understand the geography of **Goathland and the North Yorkshire Moors** before exploring the UK, Europe, and the wider world. We aim to nurture responsible, knowledgeable, and curious global citizens who understand their role in caring for the planet.

### Implementation

Geography is taught through a **two-year rolling programme in KS1** and a **four-year rolling programme in KS2**, ensuring full National Curriculum coverage and progression in geographical knowledge, understanding, and skills.

- **Key Stage 1** introduces children to their immediate surroundings and extends to the wider world through topics such as:
  - *Cycle A*: “Where I live – My School and Town” and “Our Blue Planet”
  - *Cycle B*: “The UK and Its Weather,” “Hot and Cold Places,” and “Let’s Visit: Australia”
- **Key Stage 2** builds upon this foundation by exploring both physical and human geography through wider-scale studies:
  - *Cycle A*: “Our Place on Earth,” “Investigating Rivers,” and “Let’s Visit: The Mediterranean”
  - *Cycle B*: “The British Isles and Europe,” “Let’s Visit: London,” and “Mountains, Earthquakes and Volcanoes”
  - *Cycle C*: “Global Trade,” “Let’s Visit: North America,” and “Investigating Coasts”
  - *Cycle D*: “Countries and Counties of the UK,” “Where in the World – Biomes,” and “Let’s Visit: Brazil”

Each unit develops core **geographical skills** through:

- **Locational knowledge** – naming continents, countries, regions, and major physical features.
- **Place knowledge** – comparing the local area to contrasting regions across the world.
- **Human and physical geography** – understanding features such as weather patterns, rivers, mountains, and settlements.
- **Geographical skills and fieldwork** – using maps, atlases, globes, compasses, aerial photos, and digital mapping to observe and record geographical information.

Teachers use a clear progression framework to ensure learning builds year-on-year, with repeated opportunities to revisit, reinforce, and deepen key concepts.

Learning is enriched through outdoor fieldwork, local walks, mapwork, and global case studies, ensuring children experience geography as an active and relevant subject. Cross-curricular links with science, mathematics, and literacy are woven throughout to reinforce skills and knowledge in meaningful contexts.

## Assessment

Assessment in geography is ongoing, purposeful, and supports both teaching and learning. Teachers use a combination of formative and summative assessment to ensure pupils make sustained progress and secure understanding across geographical knowledge and skills.

- **Formative assessment** takes place during lessons through questioning, observation, and pupil discussions. Teachers adapt teaching to address misconceptions and extend learning.
- **Summative assessment** is conducted at the end of each unit to evaluate pupils' understanding of key knowledge and skills.
- The **Balance Assessment Tool** is used consistently across the school to record and monitor pupil progress in geography.
  - It allows teachers to assess both **substantive knowledge** (such as place and locational knowledge) and **disciplinary knowledge** (such as enquiry, fieldwork, and evaluation).
  - The system provides an overview of progression across key stages, helping subject leaders track learning outcomes, identify areas for development, and ensure curriculum coverage.
  - Assessment data from Balance is reviewed termly to inform planning, curriculum improvement, and to support accurate reporting to parents and governors.

This approach ensures that assessment is seen as an integral part of the learning process, guiding both teachers and pupils toward continuous improvement.

## Impact

By the end of each key stage, pupils will:

- Have a strong knowledge of diverse places, environments, and geographical patterns.
- Understand the processes that give rise to key physical and human geographical features of the world.
- Be able to use geographical vocabulary accurately to describe and compare places.
- Develop practical fieldwork and enquiry skills that enable them to collect, analyse, and present data effectively.
- Recognise how geographical issues—such as climate change, sustainability, and global interdependence—affect their lives and the wider world.
- Demonstrate curiosity, respect, and care for the natural and human environment.

The impact of our geography curriculum is measured through the **Balance Assessment Tool**, **book scrutiny**, **pupil voice**, and **lesson observations**. Together, these provide a clear picture of pupils' progress and enthusiasm for the subject. By the time pupils leave Goathland Primary School, they will be equipped with a secure understanding of the world and their place within it—ready to become informed, responsible global citizens.