

Bonneygrove and Millbrook Primary Federation

Geography Subject Guidance

INTENT

At Bonneygrove and Millbrook Primary Federation, we believe that Geography should inspire curiosity about the world and help pupils understand the physical and human processes that shape places, environments and lives. Our Geography curriculum is designed to develop pupils' sense of place, global awareness and responsibility for the planet.

Our intent is firmly rooted in the **National Curriculum for Geography (2014)** and shaped by the shared values and ethos of both schools.

Through Geography, pupils develop:

- Secure **locational and place knowledge**
- Understanding of **human and physical geographical processes**
- Skills in **geographical enquiry, fieldwork and data interpretation**
- The ability to ask questions, analyse information and draw conclusions
- Awareness of environmental issues, sustainability and global interdependence

In line with the **Ofsted Inspection Framework (November 2025)**, our Geography curriculum is:

- **Ambitious** – all pupils access rich and challenging geographical content
- **Coherently sequenced** – knowledge and skills build progressively from EYFS to Year 6
- **Inclusive** – all pupils, including those with SEND and EAL, access the same curriculum
- **Knowledge-rich** – pupils know more, remember more and understand more over time

WHY WE TEACH GEOGRAPHY THE WAY WE DO

We teach Geography through enquiry, exploration and real-world contexts because children learn best when they can relate learning to their own experiences and the world around them.

Our approach encourages pupils to ask meaningful geographical questions such as:

- Where is this place and what is it like?
- Why are places similar or different?
- How do human actions affect the planet?
- What natural and human features can we identify in our local area?
- How can we use maps, photographs, and simple fieldwork to find out about a place?

- Why is sustainability important for the future?

We use a wide range of resources, including **maps, atlases, globes, Google Maps, VR headsets, fieldwork, visits, workshops, and digital tools**, to help pupils develop a strong understanding of the world and their place within it. These experiences allow pupils to explore places at local, national, and global scales and to build secure geographical knowledge and skills.

This approach is particularly important for pupils who may have limited access to technology or fewer opportunities to explore places beyond their local area, as immersive and practical experiences help to broaden horizons and develop cultural capital. The explicit teaching of key geographical vocabulary enables pupils to describe, explain, and reason confidently like geographers.

Geography is strengthened through **cross-curricular learning**: Through immersive fieldwork, mapping activities, enquiry projects and themed days, pupils explore places, environments and global issues in depth. These experiences create purposeful links with English through persuasive writing, reports and debates; mathematics through data handling, statistics and map coordinates; science through the study of ecosystems, climate and environmental change; history through an understanding of how places have developed over time; and art and design through landscape work and cultural studies. Geography plays a key role in **helping pupils make connections**, apply skills across subjects and develop a deeper understanding of the world around them.

Pupils are also encouraged to take an active role in caring for their environment through initiatives such as **Eco Warriors**, which promote sustainability, responsibility, and active citizenship.

ROLE OF THE GEOGRAPHY SUBJECT LEADER

The Geography Subject Leader at Bonneygrove and Millbrook Primary Federation plays a key role in ensuring that the Geography curriculum is ambitious, coherently sequenced and effectively implemented, in line with the **National Curriculum for Geography (2014)** and the **Ofsted Inspection Framework (November 2025)**.

The Subject Leader:

- Provides clear strategic direction for Geography across the Federation
- Ensures progression in knowledge, vocabulary and geographical skills from EYFS to Year Six
- Monitors the quality of teaching and learning through lesson visits, book looks and pupil voice
- Supports teachers' subject knowledge and pedagogy in line with the **Teachers' Standards**
- Ensures SEND and EAL provision is embedded within Geography teaching
- Monitors assessment and outcomes to evaluate curriculum impact
- Manages and develops resources, including maps, atlases and digital tools
- Ensures fieldwork and enrichment opportunities build cultural capital

- Contributes to whole-school self-evaluation and inspection readiness

Through effective leadership, the Geography Subject Leader ensures pupils leave the Federation as confident, informed and responsible geographers.

SEND INCLUSION

SEND inclusion is integral to the design and delivery of the Geography curriculum. Guided by the **nasen Teacher SEND Handbook (January 2024)**, we follow the graduated approach of:

Assess → Plan → Do → Review

All pupils receive **Quality First Teaching**, with reasonable adjustments made so that pupils with SEND are not disadvantaged and can access the same ambitious curriculum content as their peers.

SUPPORTING PUPILS WITH SEND IN GEOGRAPHY

Pupils with SEND are supported through:

- Visual maps, diagrams and photographs
- Simplified and annotated maps and texts
- Pre-teaching and revisiting of key vocabulary
- Practical fieldwork, visitors, and workshops
- Clear modelling, chunked instructions and scaffolded tasks
- Use of ICT to support understanding and engagement

These strategies reduce barriers to learning and support confidence, independence and progress in Geography.

EAL SUPPORT

Pupils with English as an Additional Language are supported through:

- Visual scaffolds and dual coding
- Explicit teaching of geographical vocabulary
- Modelling of sentence structures for explanation and comparison
- Structured talk opportunities and partner work
- Use of maps, images and real objects to support meaning

Geography provides rich opportunities for language development through description, comparison and explanation.

EYFS

Children explore their immediate environment and begin to develop an understanding of place through play, stories and outdoor learning. They talk about familiar places, observe weather and seasonal change, and begin to recognise similarities and differences between environments.

KEY STAGE ONE

Pupils learn about their local area and contrasting locations. They identify human and physical features, begin to use maps and simple fieldwork, and develop basic geographical vocabulary. Learning focuses on comparison and observation.

KEY STAGE TWO

Pupils develop secure locational knowledge of the UK and the wider world. They study physical geography such as rivers, mountains and climate, and human geography including settlements, trade and land use. Pupils use maps, data and fieldwork to support enquiry and explanation.

Through Geography, pupils develop respect for the environment, global awareness and an understanding of how places and people are interconnected.

IMPLEMENTATION

The Geography curriculum at Bonneygrove and Millbrook Primary Federation is carefully planned, coherently sequenced and knowledge rich.

Learning is organised so that key geographical concepts are introduced early and revisited regularly, allowing knowledge to build cumulatively. Across the Federation, pupils revisit and deepen understanding of:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Teaching is underpinned by:

- Explicit teaching of subject-specific vocabulary
- Regular retrieval opportunities
- Use of maps, atlases, globes and digital mapping tools
- Opportunities for discussion, reasoning and enquiry

Fieldwork and enrichment opportunities are used purposefully to deepen understanding and build cultural capital.

EXAMPLES OF WHAT WE TEACH IN GEOGRAPHY

EYFS

- Exploring the local environment
- Weather and seasons
- Talking about familiar places

Key Stage One

- The local area
- The UK and contrasting locations
- Human and physical features

Key Stage Two

- Regions of the UK, Europe and the wider world
- Rivers, mountains and climate zones
- Settlements, trade and sustainability

IMPACT

The impact of the Geography curriculum is seen in pupils who:

- Enjoy learning about the world
- Use geographical vocabulary accurately
- Make meaningful comparisons between places
- Understand how environments change over time
- Show care and responsibility for the planet

By the end of Key Stage Two, pupils can:

- Locate and describe places confidently
- Explain human and physical geographical processes
- Use maps and data to support explanations

Pupils leave the Federation with a secure foundation for secondary Geography and a strong sense of global awareness.

OUTCOMES – NATIONAL CURRICULUM 2014

By the end of the Federation, pupils meet the expectations of the **National Curriculum for Geography (2014)** by developing secure locational knowledge, understanding of human and physical geography and effective geographical skills.

DESIRED OUTCOMES – BONNEYGROVE AND MILLBROOK PRIMARY FEDERATION

By the time pupils leave Bonneygrove and Millbrook Primary Federation, we want them to be:

- Curious geographers who ask questions about the world
- Confident in using maps, data and geographical vocabulary
- Able to understand how places are shaped by physical and human processes
- Environmentally responsible and globally aware
- Curious, resilient, honest, ambitious, creative, kind and inclusive learners

PUPIL VOICE

EYFS

“Our school is Bonneygrove.”

“We went on a walk to see what is near our school.”

Key Stage One

“I like learning about seasons, oceans and places.”

“Geography helps me understand lots about people, animals and places.”

Key Stage Two

“Geography helps me understand the wider world...Geography lessons challenge me to think.”

“We should look after the planet because environments can change over time.”

Why Intent is STRONG

Geography is prioritised because leaders recognise the importance of developing pupils' understanding of the world, their place within it, and the interconnectedness of people, environments and communities. Leaders have deliberately designed a progressive geography curriculum that reflects the needs of the Bonneygrove and Millbrook community and prepares pupils for future learning and responsible citizenship.

Leaders understand that learning about diverse places, cultures and environments broadens pupils' horizons and builds cultural capital. As a result, the curriculum places strong emphasis on locational knowledge, map skills, fieldwork, human and physical geography, and understanding global issues. This intent ensures equity, ambition and inclusion for all pupils.

Why Implementation is STRONG

Teaching in Geography is structured and progressive, with clear sequencing of knowledge, concepts and subject-specific vocabulary. Learning is carefully mapped to ensure that locational knowledge, place knowledge, human and physical geography, and geographical skills are introduced early and revisited regularly so understanding builds cumulatively over time. Lessons provide regular opportunities for retrieval, discussion, enquiry and the practical application of skills through the use of maps, atlases, globes, digital mapping tools and fieldwork. This structured approach builds confidence, curiosity and secure geographical understanding.

Assessment information is used to identify pupils working below age-related expectations. These pupils are supported through targeted pre-teaching of vocabulary, visual aids, scaffolded tasks, modelling and structured discussion to strengthen understanding of key concepts such as human and physical features or map skills. Pupils working at age-related expectations consolidate their learning by accurately applying geographical vocabulary, interpreting maps confidently and explaining geographical processes clearly.

Pupils working at greater depth are challenged to think critically, make connections between regions and concepts, analyse data, and apply their knowledge to new contexts such as sustainability, trade or climate change. They are encouraged to reason, justify opinions and engage in deeper geographical enquiry.

SEND pupils access the same ambitious, knowledge-rich curriculum through adapted tasks, additional scaffolding, repetition and visual support. EAL pupils benefit from explicit vocabulary teaching, opportunities for structured talk, and making links between prior knowledge and new geographical concepts. Across the Federation, fieldwork and enrichment opportunities further enhance understanding, broaden horizons and build cultural capital for all pupils.

Why Impact is STRONG

As a result, pupils develop confidence in discussing geographical ideas and demonstrate curiosity about the world around them. Pupils who begin below age-related expectations make sustained progress and participate confidently in lessons, supported through structured teaching and targeted

scaffolding. Pupils working at age-related expectations explain places and processes using accurate geographical vocabulary and apply key skills securely. Pupils working at greater depth analyse information critically, make meaningful comparisons between places and apply their knowledge with increasing independence and precision.

Pupils leave the Federation well prepared for secondary Geography, with secure locational knowledge, a clear understanding of human and physical processes, and the ability to use maps and data to support their explanations. They demonstrate positive attitudes towards geographical enquiry and a strong sense of global awareness and environmental responsibility.