

Geography curriculum: Intent, implementation and impact statement.

	Name	Date
Reviewed and approved by:	Governing body	June 2026
Document title:	Geography curriculum: Intent, implementation and impact statement.	
Policy date:	June 2026	
Date of next review:	June 2028	

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Baldwin's Gate Church of England (Voluntary Controlled) Primary School

Geography curriculum

Intent (what we want pupils to learn)

At Baldwin's Gate Church of England (Voluntary Controlled) Primary School, pupils benefit from a high-quality geography curriculum which inspires their interest and curiosity in the subject.

Geography is divided into two principal branches: human geography which is the study of people (for example, cultures, economies and societies) and physical geography which is about landscapes and the natural environment (for example, coasts, mountains and rivers). These social and physical processes are understood in the wider context of place. Through geography teaching, pupils recognise the differences in cultures, political systems, economies, landscapes and environments across the world and explore the links between them.

Geography is an enquiry-based subject, which develops an understanding of concepts, knowledge and skills with pupils taught both disciplinary knowledge (the knowledge of how geographical knowledge is formed, debated and contested) and procedural knowledge (the knowledge of how to use geographical skills). Geographical learning, whether through formal class-room based learning or experientially through fieldwork and travel, is fundamental in giving pupils an understanding of the world around them, making them better informed and more socially and environmentally aware and responsible citizens.

Implement (how we teach it)

At Baldwin's Gate the geography curriculum – which is aligned with the National Curriculum – has been carefully planned and sequenced to ensure pupils build their geographical knowledge and skills, understand the complexity of the world, develop geographical enquiry skills and foster a fascination with their local and global environment (Table 1). Prior knowledge is checked at the start of each unit of work and all lessons start with a quiz when pupils are expected to recall what they have learned. This is intended to help with the retrieval of knowledge and skills, so teaching can be adapted accordingly. Lessons, which are taught weekly as discrete geography lessons (even when taught within a wider topic or thematic approach), are designed to ensure that skills and knowledge are developed year by year to maximise learning for all pupils. This is inclusive of pupils with Special Educational Needs and Disabilities (SEND) so they too develop their knowledge, skills and understanding of geography. Teachers can adapt and develop teaching for all pupils whilst remaining and challenging them to achieve the expected geographical knowledge. Disciplinary vocabulary is introduced and revisited in different contexts to deepen pupils' knowledge and understanding and to encourage them to think geographically.

Reading areas and guided reading books include texts which address aspects of geography.

Impact (what pupils have achieved)

The impact of the geography curriculum is measured in a variety of ways, for example, through formative assessment methods like questioning during lessons and the marking and assessment of children's written work against the learning objectives of lessons in-line with school marking policy. Pupils are given time to respond to feedback to progress their learning. Each unit has a set of assessment criteria for teachers to use at the end of every term for summative assessment purposes. At the end of each year, teachers make a judgement and record each child's progress against the National Curriculum standards of attainment. This is used to annually review the curriculum to ensure

what pupils are taught remains relevant and up-to-date. Teachers also report to parents at the end of the year.

Throughout the school year, the curriculum is monitored and reviewed by the subject coordinator who listens to child-led discussions, interviews pupils across the school about their learning, scans books and consults photographs and videos of children's practical learning including fieldwork.

Table 1 Geography long-term plan

Year group	Autumn	Spring	Summer
EYFS Cycle A	My home, my school	Hot, hot, hot	Save our planet
EYFS Cycle B	My street, my community	Cold, cold, cold	Save our ocean
Year 1	Our village	Weather	The United Kingdom
Year 2	Oceans and continents	Australia	Settlement and land use
Year 3	Polar regions	The water cycle	Local area study
Year 4	Rivers	Biomes, climate zones and vegetation belts	The Mediterranean
Year 5	Mountains, volcanoes and earthquakes	The Staffordshire Potteries	The United States of America
Year 6	Brazil	Global trade	Coasts

References

Geography programmes of study: key stages 1 and 2 National curriculum in England,
https://assets.publishing.service.gov.uk/media/5a7c1ecae5274a1f5cc75e97/PRIMARY_national_curriculum_-_Geography.pdf.