



Geography

Intent, Implementation and Impact Statement

Intent

At Weare Academy, our Geography curriculum develops pupils' curiosity and fascination about the world, its people and diverse environments. Our curriculum is rooted in our school vision, enabling all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves. Through the teaching of Geography, we aim to develop learners who are:

- **Aspirational**, encouraging pupils to ask questions, make connections and form well-reasoned conclusions based on evidence, enabling them to become informed citizens who aspire to make a positive contribution to society.
- **Respectful**, developing an understanding and appreciation of diverse cultures, communities and environments, recognising the interconnectedness of our world.
- **Curious**, inspiring pupils to ask geographical questions, investigate places and environments and develop a lifelong interest in understanding the world around them.
- **Resilient**, encouraging pupils to explore complex global issues such as climate change, biodiversity and sustainability, developing perseverance when investigating geographical enquiries and solving problems.
- **Kind**, promoting empathy through the study of different communities, cultures and perspectives, enabling pupils to appreciate the experiences of others.
- **Responsible**, fostering an understanding of environmental stewardship and the impact human actions have on the planet, encouraging pupils to make informed and sustainable choices.

Implementation

To achieve our intent, we implement a rich and varied Geography curriculum that adheres to the National Curriculum and reflects the values of our school community. Our inquiry-based approach includes:

- **Curriculum Design:** Our Geography curriculum is aligned with the National Curriculum and encompasses the four key areas: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and fieldwork. Our curriculum also incorporates an additional focus on sustainability from Pre-School to Year 4. Learning follows a carefully sequenced, spiral curriculum that enables pupils to revisit and build upon key knowledge, skills and vocabulary with increasing depth and complexity each year. High-quality curriculum resources support teachers in delivering engaging, accurate and progressive Geography lessons.
- **Integrated Curriculum Planning:** Geography is purposefully integrated with subjects including History, Science, Art and Design and English, enabling pupils to make meaningful connections across the curriculum. This inquiry-based approach provides real-life contexts that deepen understanding and make learning relevant.

- **Progressive Skill Development:** Clear progression pathways ensure pupils steadily develop their geographical knowledge and inquiry skills from Early Years through to Key Stage 2. Teaching is carefully sequenced so that pupils build upon prior learning while developing increasingly sophisticated geographical vocabulary, map skills, fieldwork techniques and analytical thinking. Oracy is embedded throughout lessons through discussion, partner talk, geographical questioning and the confident use of subject-specific vocabulary.
- **Assessment for Learning:** Assessment is an integral part of our Geography curriculum and is used to inform teaching and support pupils' progress. We use **SOLO Taxonomy** to help pupils understand their learning journey, assess the depth of their understanding and identify clear next steps. Through SOLO questioning, self-assessment and teacher feedback, pupils reflect on their geographical understanding, refine their inquiry skills and develop increasingly sophisticated geographical knowledge, vocabulary and critical thinking over time.
- **Hands on Learning:** Practical fieldwork forms an essential part of our Geography curriculum. Pupils participate in regular local fieldwork opportunities where they observe geographical features, collect data and apply classroom learning in real-world contexts. Digital mapping technologies, aerial photography and geographical information systems (GIS) further develop pupils' understanding of contemporary geographical practices while strengthening inquiry skills
- **CPD for staff:** We invest in continuous professional development to strengthen teachers' subject knowledge and pedagogy in Geography. Subject monitoring, lesson observations and collaborative professional discussions ensure Geography teaching remains ambitious, engaging and consistently high quality across the school.

Impact

The impact of our Geography curriculum is evident in the knowledge, skills and attitudes pupils develop throughout their time at Weare Academy.

- **Knowledge and Understanding:** Pupils develop secure geographical knowledge and can confidently explain physical and human geographical processes using appropriate subject-specific vocabulary.
- **Inquiry and Fieldwork Skills:** Pupils demonstrate increasing confidence in asking geographical questions, collecting and analysing data, interpreting maps and drawing informed conclusions from their investigations.
- **Pupil Voice:** Pupils speak enthusiastically about Geography and confidently explain how places, people and environments are connected. They reflect thoughtfully on global issues and articulate their ideas using increasingly sophisticated geographical language.
- **Environmental Awareness:** Pupils develop a strong understanding of sustainability and demonstrate responsible attitudes towards protecting the environment both within school and in the wider community.
- **Application of Learning:** Pupils apply their geographical knowledge across the curriculum and in real-life contexts, making meaningful links between local, national and global issues.
- **Preparation for Future Learning:** Pupils leave Weare Academy with the curiosity, knowledge and skills needed to continue their geographical learning and to become informed, responsible and active global citizens.

In summary, Our Geography curriculum equips pupils with the knowledge, skills and curiosity to understand the world around them. Through inquiry, fieldwork and meaningful exploration of people, places and environments, pupils become confident, reflective and responsible learners who are well prepared for the next stage of their education and for life in an increasingly interconnected world.