



PREPARED BY

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# Geography *Curriculum Statement*

## Intent

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At St William of York, we want our children to develop an interest in the world around them and their place within it. Our geography curriculum is designed to provide children with knowledge about people, places, environments, and an understanding of the Earth's key physical and human processes.

We aim for children to develop geographical skills that enable them to collect, analyse and communicate information through fieldwork, map work and the use of geographical vocabulary. Through studying locations from their local area to countries across all continents, children build a progressive understanding of location knowledge, place knowledge, and human and physical geography.

Our curriculum encourages children to ask and answer geographical questions about the world, developing their curiosity of the world.

## Implementation

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We use the Primary Knowledge Curriculum as our core scheme of work, providing a well-sequenced and knowledge-rich approach to geography teaching from Year 1 to Year 6. Our curriculum map shows clear progression from local and national geography in the early years, expanding to continents and countries worldwide including China, North and South America, and India.

Each new geography topic begins with a knowledge organiser. These organisers outline essential geographical vocabulary, key facts about locations, important physical and human features, and essential knowledge that children need to learn. Teachers explicitly teach tier 2 and tier 3 geographical vocabulary, ensuring children can use technical terms accurately and confidently.

Our teaching emphasises enquiry-based learning where children investigate geographical questions through map work, data analysis, photographs, and first-hand fieldwork experiences. Map skills are developed progressively, from simple pictorial maps in Year 1 to using atlases, OS maps and digital mapping tools in upper Key Stage 2. Children learn to use the eight points of a compass, four and six-figure grid references, and understand symbols and keys.

We integrate geography across the curriculum wherever possible, with English texts carefully chosen to complement geographical topics, allowing children to explore locations and themes through quality literature. This integrated approach helps children make meaningful connections and apply their learning in different contexts. Teachers use a wide range of resources including maps, atlases, globes, aerial photographs, video footage, digital mapping tools and real-world data to make geography engaging and relevant.

Enrichment opportunities are central to our geography provision. We provide termly trips linked to geographical learning, including fieldwork in our local area. These experiences allow children to observe geographical features first-hand, develop observational skills and bring geographical concepts to life.

## Inclusion

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We are committed to ensuring that all children can access and succeed in geography. Quality First Teaching underpins our inclusive practice, with teachers employing varied teaching strategies, practical activities and visual resources to meet the needs of all learners.

For children who need additional support, we provide specific adaptations to meet the child where they are. This includes pre-teaching key geographical vocabulary, providing visual supports such as labelled diagrams and maps with clear symbols, using concrete resources and photographs to illustrate abstract concepts, and offering writing frames and sentence stems to support geographical explanations and descriptions.

For children working at greater depth, we provide opportunities to undertake further geographical analysis, make complex comparisons between locations, and carry out independent geographical enquiry and research.

Fieldwork activities are carefully planned to be accessible, with consideration given to physical access, sensory needs and adult support requirements.

## Impact

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The impact of our geography curriculum is evident in our pupils' growing geographical knowledge, skills and curiosity about the world. Through regular teacher assessment logged termly in Insight, we track children's progress.

Children demonstrate secure knowledge of the location of countries, continents and oceans, and can describe and explain physical and human features of diverse locations. They use geographical vocabulary with increasing accuracy, explaining processes such as the water cycle, volcanic activity, climate zones and settlement patterns.

Regular Senior Leadership book reviews and subject leader monitoring shows progression in geographical skills.

Pupil voice reveals that children enjoy geography and can speak enthusiastically about the places they have studied. They demonstrate an awareness of global issues such as climate change and human rights, and understand their role as global citizens. The enrichment visits and fieldwork opportunities we provide create memorable learning experiences that deepen children's geographical understanding and connection to place.

The geography curriculum at St William of York ensures that children develop a strong foundation of geographical knowledge and skills. Our children are well-prepared for secondary education and equipped with an understanding of the world they live in and their responsibility to care for it.