

Chambersbury Primary School



Chambersbury Primary School Geography Curriculum Statement

This document sets out the purpose of Geography, how it is taught across the school, and how we evaluate its impact.

Intent

- We want pupils to be curious about the world and ask thoughtful questions about places, people and change over time.
- We want pupils to build secure place knowledge, beginning locally and widening to the UK, Europe and the wider world.
- We want pupils to understand key physical and human processes, and how these shape landscapes and lives.
- We want pupils to communicate geographically using accurate vocabulary, maps, data and clear explanation.
- We want pupils to become confident geographers who can use maps, atlases, globes and digital mapping, including GIS.
- We want pupils to learn through fieldwork, collecting and presenting data to answer real geographical questions.

Implementation

Curriculum design and sequencing

- Geography is taught through enquiry questions across each year group, with a balance of physical geography, human geography, and geographical skills.
- Units are sequenced so pupils revisit and build on core concepts (place, space, scale, interdependence, environment, processes and change).
- Place knowledge builds progressively from local area and the UK, to regions, countries and continents including Europe, Africa, Asia and the Americas.

Typical lesson approach

- Lessons begin with retrieval of prior learning (vocabulary, maps, key concepts) and make links to previous units.
 - New learning is introduced using high-quality images, maps and real examples.
 - Pupils are taught explicitly how to use geographical tools (maps, keys, compasses, atlases, graphs, digital maps).
- Fieldwork is planned where it strengthens the enquiry, with structured collection and presentation of data.
 - Pupils communicate learning through discussion, annotated maps/diagrams, data handling and short or extended writing when it fits the enquiry.

Vocabulary and knowledge progression

- Subject vocabulary is planned and revisited. Vocabulary is taught explicitly, rehearsed orally, and applied in context.

- Progression is supported through age-appropriate 'I can' statements which clarify what success looks like in each unit.

Inclusion and adaptation

- Key vocabulary is pre-taught where needed, with visuals and concrete examples.
- Tasks are adapted so all pupils access the same geographical thinking, with adjustments to recording demands (for example, oral responses, scribed notes, structured templates).
- Scaffolds such as talk frames, sentence stems, labelled diagrams and chunked map tasks support independence.

Assessment

- Assessment is mainly formative and aligned to the unit enquiry and 'I can' statements.
- Low-stakes checks (quizzes, quick maps, hinge questions) inform reteaching and keep prior learning active.
- End-of-unit outcomes provide a clear checkpoint for knowledge, vocabulary and skills.

Impact

- Pupils talk confidently about places and processes using accurate geographical vocabulary.
- Pupils can locate places at appropriate scales and use maps, keys and symbols with increasing independence.
- Pupils explain relationships between physical and human geography, making links to real-world examples.
- Pupils can plan and carry out fieldwork, collect data accurately, and present findings in appropriate ways (charts, maps, written conclusions).
- Work in books shows clear progression in the quality of explanations, accuracy of vocabulary, and independence over time.

Evidence Map

| What we do (Implementation) | What we see (Impact) | How we know (Evidence) |
|---|---|--|
| Enquiry-led units with clear questions and sequenced lessons. | Pupils can answer the enquiry using key concepts and examples. | Book looks, end-of-unit outcomes, pupil voice. |
| Explicit teaching of map skills and digital mapping. | Pupils use atlases, keys and digital maps accurately and independently. | Work samples, teacher observation, quick map checks. |
| Planned vocabulary progression and retrieval. | Pupils use geographical vocabulary correctly in talk and writing. | Quizzes, pupil interviews, vocabulary checks in books. |
| What we do (Implementation) | What we see (Impact) | How we know (Evidence) |
| Enquiry-led units with clear questions and sequenced lessons. | Pupils can answer the enquiry using key concepts and examples. | Book looks, end-of-unit outcomes, pupil voice. |