















Geography Curriculum

Vision: Geography at Windsor Community Primary School is designed to inspire curiosity, fascination and respect for the world and its people. The curriculum ensures all pupils experience an inclusive, ambitious and engaging geography education that develops both knowledge and skills, while fostering a genuine love of learning about the local area, the UK and the wider world. Pupils are encouraged to make meaningful connections between their own lives and global geography, preparing them to be informed citizens.

	INTENT	IMPLEMENTATION		IMPACT	
 <p>Alignment to National Curriculum</p>	<p>The Geography curriculum is fully aligned to the National Curriculum programmes of study. Teaching focuses on developing pupils' knowledge of places, people, physical and human processes, and environmental understanding, alongside essential geographical skills such as map reading, fieldwork and data analysis. Progression is clearly mapped from EYFS through to Year 6.</p>	 <p>Pedagogical Approaches</p>	<p>Geography teaching is knowledge-rich and skills-focused, with learning structured in sequenced blocks to allow depth and consolidation. Lessons incorporate fieldwork, comparison studies, enquiry-based learning and the use of maps, globes, aerial photographs and digital mapping. Geography is given equal importance to other subjects to ensure high engagement and ambition.</p>	 <p>Approach to Assessment</p>	<p>Assessment is primarily teacher-led and formative, ensuring misconceptions are identified and addressed promptly. Ongoing assessment is informed by observation, questioning, pupil discussion and outcomes of work. Knowledge and skills progression is tracked across year groups to ensure pupils are building securely on prior learning.</p>

 <p>Sequencing and end points</p>	<p>The curriculum is carefully sequenced to revisit and deepen key geographical concepts such as place, space, scale, human and physical processes, and environmental change. Clear end points are defined for each phase, ensuring pupils leave Year 6 with the knowledge and skills needed for Key Stage 3 geography, including confident use of geographical vocabulary and concepts.</p>	 <p>Teacher's Expert Knowledge</p>	<p>Staff are supported by clearly structured curriculum maps and policy documentation, enabling consistent delivery and subject confidence. Teachers build on secure subject knowledge to model high-quality geographical thinking and vocabulary, ensuring learning is accurate, ambitious and progressive across all year groups.</p>	 <p>Performance Data</p>	<p>Pupil progress is monitored internally through teacher assessment and subject monitoring. Evidence from work scrutiny and pupil outcomes demonstrates secure knowledge acquisition and skills development over time, indicating pupils are well prepared for secondary geography.</p>
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 <p>Communication Aims</p>	<p>Communication is a key driver across the curriculum. Geography lessons explicitly support the development of oracy, enabling pupils to describe locations, explain processes, justify comparisons and discuss global issues such as climate change using precise geographical language.</p>	 <p>Promoting Discussion and Understanding</p>	<p>Geography lessons promote discussion through structured questioning, comparison activities and debates, particularly in upper Key Stage 2. Pupils are encouraged to articulate their understanding of environmental issues, human impact and global interdependence, supporting deeper conceptual understanding.</p>	 <p>Pupil's Work</p>	<p>Pupils' work demonstrates progressive development of knowledge and skills, including use of maps, diagrams, geographical vocabulary and written explanations. Work reflects increasing independence and confidence as pupils move through the school.</p>
 <p>Addressing Social Disadvantage</p>	<p>The curriculum is purposefully designed to reflect pupils' lived experiences while broadening horizons. A strong local focus, particularly on Liverpool and Toxteth, ensures relevance and accessibility, while contrasting international studies provide cultural capital and widen pupils' understanding of the world.</p>	 <p>Knowing More and Remembering More</p>	<p>Key geographical concepts are revisited across different contexts, allowing pupils to know more and remember more over time. Retrieval of prior knowledge is embedded through sequencing and cumulative learning opportunities.</p>	 <p>Monitoring and Evaluation</p>	<p>The Geography subject leader monitors curriculum delivery through policy review, curriculum mapping, pupil work scrutiny and discussion with staff and pupils. This ensures consistency, progression and high expectations across the school.</p>



Local Context

The school's location in Toxteth, Liverpool is central to curriculum design. Local fieldwork, comparison studies and land-use investigations ensure pupils develop a strong understanding of their immediate environment before making national and global comparisons.



Teacher Assessment

Teachers use assessment for learning to adapt teaching and support all learners effectively. Assessment focuses on both substantive geographical knowledge and disciplinary skills, ensuring pupils can apply learning in meaningful contexts.



Actions

Continued curriculum review ensures geography remains ambitious, inclusive and responsive to pupils' needs. Ongoing professional dialogue and evaluation support high-quality implementation and sustained improvement.



Enrichment

Geography learning is enriched through educational visits, local fieldwork and first-hand experiences beyond the classroom. These opportunities strengthen pupils' engagement, deepen understanding and make learning memorable.