



Whitchurch Primary School

Geography Intent

At Whitchurch, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the

interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

We have adopted the Geography Association's key Age related expectations to explain our 'end points' that the curriculum is building towards at end of Key stages (and by end of lower KS2). It demonstrates what skills and knowledge the children will learn and build upon at each stage.

The document is reproduced below:

	Contextual world knowledge	Understanding	Competence in geographical enquiry, and the application of skills
By the age of 7 pupils should:	<ul style="list-style-type: none"> Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. 	<ul style="list-style-type: none"> Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. 	<ul style="list-style-type: none"> Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.
By the age of 9 pupils should:	<ul style="list-style-type: none"> Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. 	<ul style="list-style-type: none"> Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences. 	<ul style="list-style-type: none"> Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They express their opinions and recognise that others may think differently.
By the age of 11 pupils should:	<ul style="list-style-type: none"> Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. 	<ul style="list-style-type: none"> Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments. 	<ul style="list-style-type: none"> Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.