



## Curriculum Intent for Geography

At West Leigh, we aim to inspire a pupil's curiosity and fascination about the world through carefully sequenced activities that are appropriately adapted. We thrive at developing and enriching pupils' subject knowledge and their sense of place when learning about locations and the people that live there, whilst also understanding about the Earth's key physical and human processes.

'We are citizens of the world'



We believe through teaching a Connected Curriculum children engage with a breadth and depth of geography that makes strong connections between geographical skills and real-life contexts; As such these connections will remain with our pupils long after they have left West Leigh.

SEND and vulnerable pupils in Geography access the curriculum through a combination of visual supports, hands-on activities and scaffolded tasks. Adapted maps, diagrams, and resources such as simplified atlases help pupils grasp key concepts, while adult guidance and small-group work ensure they can explore places, environments, and geographical processes with confidence and curiosity.

From our long term planning, each year group has a structured medium term plan with the relevant milestones for progression. Year groups use these documents to write a termly Connected Curriculum Overview. A structured geography skills breakdown of fieldwork and map skills empowers all teaching staff to carefully adapt to suit each level of learner. This provides clear progression, which ensures greater engagement and enjoyment of geography. Our geographical enquiry intent underpins Bloom's taxonomy of cognitive skills.

Knowledge organisers are used to support learning and recall by providing pupils with a clear summary of key vocabulary, concepts, and processes. They act as a reference tool during lessons and independent work, helping pupils consolidate understanding, make connections between topics, and retrieve knowledge confidently over time. Adapted knowledge organisers are provided to support the learning of our SEND pupils.

Alongside our Connected Curriculum is our Coastal Schools Learning led by a trained member of our teaching staff. This allows the children to really develop their sense of place within our geographical location and enable more opportunities for field-based study, taking full advantage of our schools coastal location. This also supports the Connected Curriculum through learning about a local study, which is carefully planned into every year group.

In Lower Key Stage 2, pupils become more adept at offering descriptions, sorting information and applying the knowledge they have acquired, whilst in Upper Key Stage 2 there is an increasing emphasis on comparing and contrasting to analyse and evaluate. Across the Lower Key Stage 2, pupils secure developing their understanding of using a range of larger and smaller scaled maps and images to locate places in the UK and then in the wider world. By the end of Lower Key stage 2, pupils should be secure to identify and explain the explicit differences between:

- a continent and country
- a country and county

- a town and city
- a city and capital city

Embedding this subject-knowledge, pupils are exposed to the geographical vocabulary of rural and urban environments when observing in the local area, developing to the wider UK. Deepening this, pupils learn to confidently and accurately use a range of maps, atlases and images to describe physical features of an environment, making comparisons from the UK to Europe. They will be able to select the most appropriate atlas or OS map for the task and confidently use the index when required. They will be able to distinguish between a physical and human feature and will confidently be able to use symbols on a key to identify and explain in detail the comparison offered. As the pupils become more proficient, they are challenged to focus on developing their enquiry skills by asking geographical questions about places and environments to aid investigations and express opinions.

When exploring maps, pupils precisely progress from using letter and number co-ordinates to a 4-figure grid reference. They secure using the 8 compass points by the end of year 4. During fieldwork activities, pupils will be provided with the opportunities to develop and then strengthen a range of skills:

- use a range of maps and images (Digimaps)
- use a compass to give and follow directions
- read letter and number co-ordinates
- make links to different observations in the local area
- can use a camera, video or audio to gather appropriate data
- draw a sketch map with simple annotations showing human and physical features of the local area
- measure accurately using a tally and standard units Opportunities are provided to draw maps and plan simple routes, exploring why keys and symbols are required.

Across the upper key stage, pupils engage in geographical enquires by suggesting questions for investigating, using primary and secondary sources of evidence. They embed their subject knowledge by investigating places with more emphasis on a larger scale; contrasting countries and distant places and collecting and recording evidence unaided. With greater independence, pupils analyse evidence and draw conclusions, such as the climates and biomes of various locations and reasoning about the influences these have on people and on everyday life. We aim to develop pupils' enquiry skills to a stage whereby they succeed at engaging with an independent personal UK study at the end of Year 6, in readiness for their transition to their secondary school. As a result of developing these skills, pupils are continually challenged to explore the patterns, make connections between physical and human geography and explain reasons applying their deep wealth of subject knowledge. It also secures and strengthens their fieldwork skills. When exploring a range of maps, including digital and aerial maps, our pupils reinforce their accuracy of using 8-compass points and progress to using 6-figure coordinates to locate physical and human features. Their refined map reading skills enable our pupils to identify significant places and environments around the world, providing comparative statements. These skills all amalgamate to enable pupils to plan and follow a short route on an OS map and describe features shown. By the end of key stage 2, our pupils are adept at drawing a variety of thematic maps and can draw plans of increasing complexity, reflecting scale.

Year 3: Pupils learn to locate the stone circles found in the UK using a range of maps. They will establish and geographically describe where in the world we are located through observing changes to Europe from the Ice Age, applying all associated language accurately. Through the Savage Stone Age topic pupils also develop their mapping skills through plotting and mapping their own settlements including a key. Pupils will develop their local understanding of Leigh-on-Sea and how the placement of the railway line geographically impacted the development of Leigh and Leigh Old Town. This enhances their personal understanding of how their school area has changed over time. They will receive opportunities to work with a range of larger and smaller maps, including OS maps and digital maps and images. Their fieldwork

and mapping skills are thoroughly progressed during the topic, Old Father Thames, where pupils develop their subject knowledge on rivers. They strengthen their knowledge of our local area by exploring the River Thames to develop their physical understanding of rivers and target a range of fieldwork skills. This provides a real-life context to enhance their mapping skills. They conduct a simple coastal investigation at Leigh Beach to observe the deposition of rocks and stones.

Year 4: Pupils continue to enhance their atlas reading skills by exploring the geographical areas of the world through identifying the hemispheres and tropics, along with the date and time zones. This is embedded through the study of Egypt and pupils begin to make connections with a non-European country and identify the significance of its position of latitude, longitude and hemisphere to describe the characteristics of its geographical area. Pupils strengthen their understanding of identifying similarities and differences of human and physical features when they explore the countries of Europe, focusing on an in-depth study of Italy. Strengthening their use of maps, atlases and globes, they are provided with opportunities to reinforce key terminology and continue to accurately locate countries, counties, towns and capital cities. Pupils' will be provided with the opportunity to contrast their geographical awareness of Essex whereby they receive the opportunity to further develop their fieldwork skills by visiting Colchester. During the pupils Fairground topic, they continue to strengthen their mapping opportunities by using OS symbols accurately on a map, planning a short route to Southend Pier and the local funfair, Adventure Island. During this fieldwork activity, pupils continue to develop sketching maps with relatively sized features and annotations showing human and physical features of Southend. The success of Coastal Schools has driven forward the pupils making clear links between different observations in the local area and allowed them to embed their skills of sketching maps.

Year 5: The autumn term commences with the pupils enhancing their map work skills to identify the routes invaders travelled to support their history focused unit on Traders and Raiders. This allows pupils to establish the reasons for global movements and consider factors of land use, making physical geographical connections with the location of countries and the significance of the lines of latitude. Coverage during their Fragile Earth theme advances their understanding to undertake enquiries in order to describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes. Pupils explore the structure of the earth and natural processes and how physical features affect the human activity within a location. They collect and analyse statistics and other information in order to draw clear conclusions about locations. Enquiries during their Chocolate theme allow pupils to draw conclusions about locations referencing the climate zones, biomes and vegetation belts around the world. Pupils conduct an investigation to understand geographical similarities and differences of the human and physical geography of South America.

Year 6: During pupils' engagement with their Arrivals and Departures theme, they focus on comparing and contrasting the reasons for the movement of people around the world. These powerful explorations focus on the global impact of the Great Depression and the fascist views of some European leaders during the 1930s. Opportunities are provided to enhance mapping skills to explore these movements and how the Great World Wars led to a change in the land boundary of some European countries. Pupils focus on developing their understanding of the climate zones and biomes around the world. They focus more in-depth on rainforests and analyse data to draw conclusions. They conclude their geographical enquiry by investigation and contrasting a chosen location in the UK to conduct a personal study that showcases skills secured throughout their time at West Leigh.