



Geography

Regis Manor Primary School



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Intent

We want our pupils to develop a curiosity, fascination and empathy with their local geographical environment, the country we live in and the wider world. Pupils are inspired to enrich their knowledge of, and engage with communities locally, nationally and internationally. By interacting with those living in different contexts, pupils broaden their understanding of, and empathy towards, the wider world as global citizens. Pupils investigate local industries, how the local area has evolved and the area's natural geography. They complete active research, building a curiosity of the world. Opportunities are provided to undergo first-hand experiences of the world around them.

Collaboration - Empathy - Independence - Creativity - Perseverance



Implementation

At Regis Manor, we follow the Primary Knowledge Curriculum scheme of learning for Geography, aligned with the National Curriculum. In Key Stage 1, Geography is taught in three terms per year, while in Key Stage 2, it's taught each term in a sequence of six lessons. Geographical learning begins in Early Years, where children explore their immediate environment and develop foundational geographical skills and vocabulary. Building on this, the curriculum gradually widens the scope of learning, progressing from the local area to global geography. Our curriculum strives to go further than the content of the National Curriculum, allowing pupils the opportunity to learn about a variety of continents and concepts.

Geography lessons at Regis Manor emphasise inquiry based learning, research, and collaborative work. Children are encouraged to review prior learning, explore their existing knowledge, and engage in meaningful and enjoyable learning experiences. Key aspects of the curriculum include developing map reading skills, subject-specific vocabulary, and locational knowledge. The school's urban location with rural connections provides opportunities for fieldwork and hands-on learning experiences. We aim to ensure our curriculum is vocabulary rich, therefore new vocabulary is introduced through clear definitions, visual aids, and repeated use in context.

Collaboration - Empathy - Independence - Creativity - Perseverance



Implementation

The curriculum is planned with clear end points for each unit. Within each lesson, clear target memories are delivered, which underpin the learning that will take place. Teachers continuously assess pupil progress through live feedback, observations, recorded work, and the regular review of target memories. End-of-unit assessment questions are designed to provide a comprehensive picture of a pupil's understanding of a topic. To ensure inclusive learning, a variety of teaching methods and resources are employed. Where necessary, learning is adapted to suit the needs of the learner: large maps in all rooms, access to an up to date atlas and picture prompts for vocabulary are just a few ways in which learners are supported.

A typical Geography lesson may involve a review of prior learning, introduction of new content, hands-on activities, independent or group work, and a concluding discussion before reviewing the target memories. Our Geography curriculum encourages a variety of enrichment opportunities which includes school trips/field work, guest speakers, and independent research projects.

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Inclusive Practice

At Regis Manor we:

- Ensure maps, atlases, artefacts, models and photographs are accessible and labelled clearly.
- Create accessible wall displays, including maps and plans and key geographical words.
- Use digital photographs, line drawings and audio descriptions of key locations to supplement fieldwork.
- Explicitly display and teach vocabulary whilst recognising that the language of geography may be challenging for many students
- Check the learner's understanding by asking them to reformulate learning in their own words or in a different form.
- Identify students' existing geographical knowledge and prior experience – eg using posters, concept maps and mind-mapping.
- Use real objects, concrete materials and sensory resources to introduce topics to help learners to understand unfamiliar locations and people.

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Inclusive Practice

Additional adaptations for SEND pupils during geography lessons.

For example we might:

- Identify risk points in the lesson, visit or field trip – eg for students with noise or smell sensitivity.
- Plan early to make reasonable adjustments to include students with disabilities on trips - A risk assessment should be made.
- Use alternatives to Ordnance Survey or satellite maps for colour-blind students.
- pre-teaching in important geographical vocabulary, concepts and/or processes
- Simple audio recorders and/ or photographs can be used instead of written notes during visits or field trips.

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