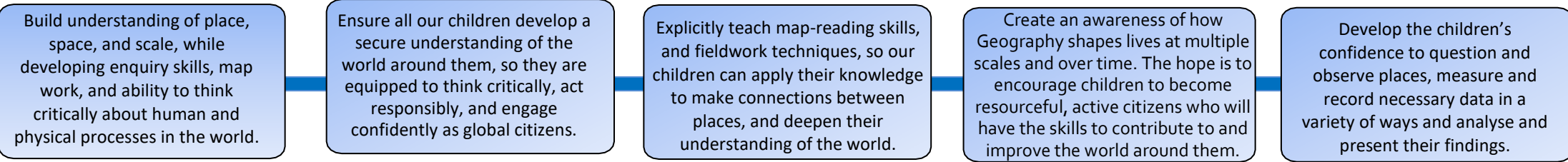
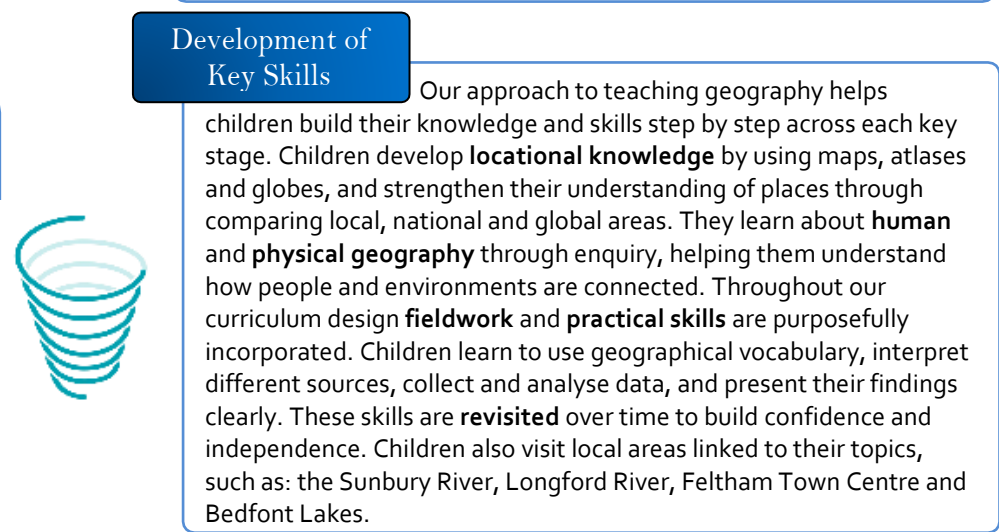
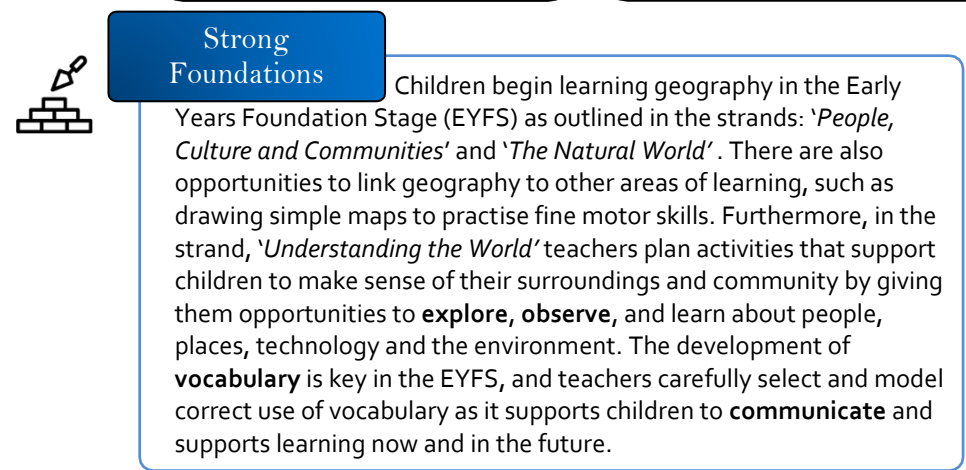
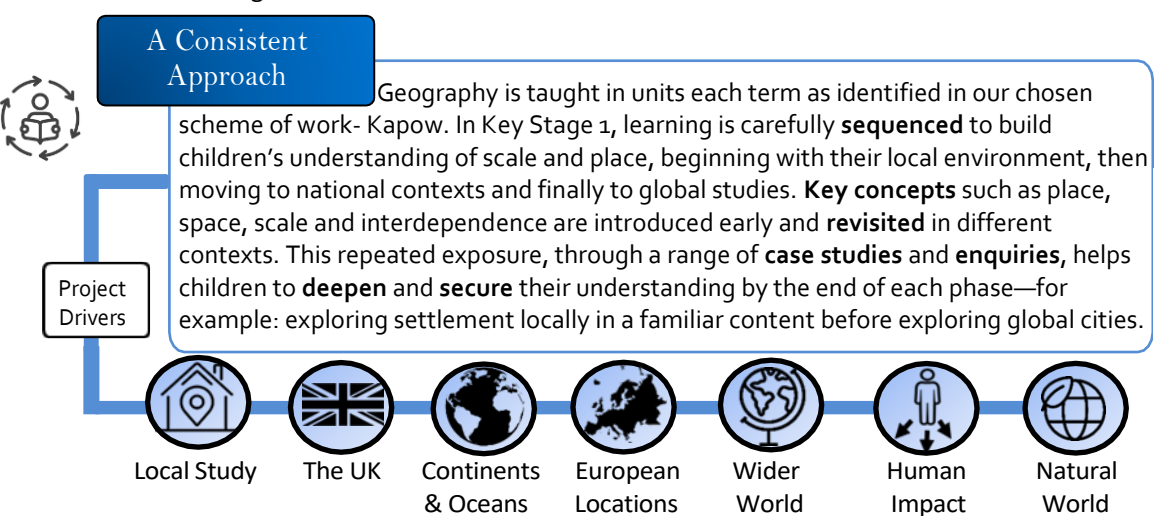
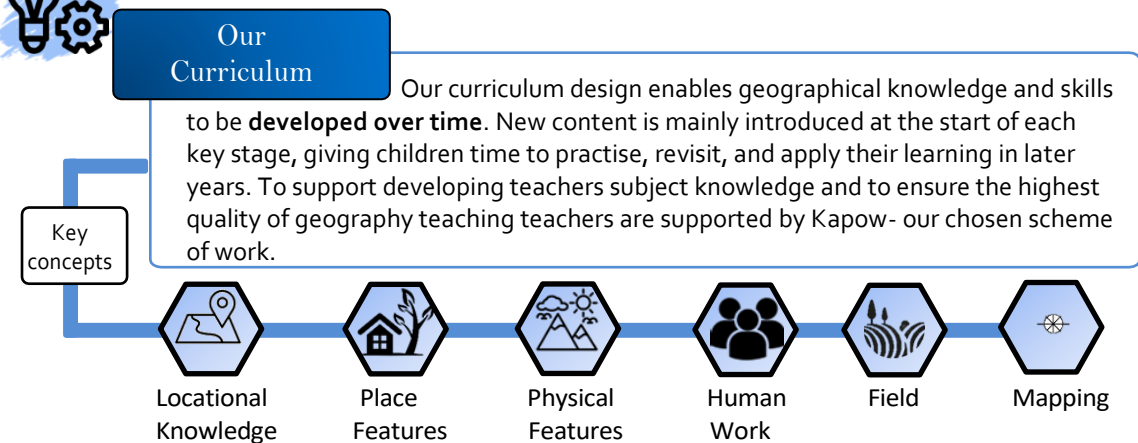


At Edward Pauling Primary School, we want to inspire our children to become curious and explorative thinkers with a diverse knowledge of the world – in other words, to think like geographers.

Intent - We aim to...



Implementation - How do we achieve our aims?





Implementation (continued)



Adaptations

Our curriculum is **fully adaptable** for pupils with SEND, unit plans include guidance on how activities can be modified to meet different needs. Lessons use a variety of strategies to **support** and **challenge** all learners, including: scaffolding tasks, multi-sensory approaches, clear instructions, and a mix of collaborative and independent tasks. The curriculum is designed to allow steady, manageable progression, helping all children to access learning, build confidence, and succeed regardless of their starting point.

Strong Vocabulary Development



Throughout our Geography curriculum children are introduced to **specific** key terms and vocabulary in the context of the learning they are studying. Key terms have been **organised** into four strands: locational knowledge, place knowledge, human and physical geography, and geographical skills and language is revisited throughout the curriculum. Classroom display boards show vocabulary and information to help children learn and apply their **knowledge independently**.

Reading in Geography Lessons



Children have the opportunity to use resources to support their learning. Children are taught how to read maps in KS1 building up to OS maps in KS2. Each term, Hounslow Library Service support teachers to update class library stock to provide age-appropriate reading resources to enhance children's learning and support class topics.

Fieldwork



Fieldwork is a **key concept** in Geography, children engage in **age-appropriate** fieldwork activities that are **meaningful** and related to the class topic. Fieldwork starts with the immediate location (school and home) expanding to regional, national and then globally-making genuine connections for the children and providing hands-on **experiences** that they will enjoy, whilst expanding their cultural capital. Children are also encouraged to work out the best routes for their trips using equipment, making the task more real and developing life skills.



Impact - How will we know we achieved our aims?



Children will become curious and explorative thinkers with a diverse knowledge of the world and think like a geographer.



Children will become confident to question and observe places, measure and record data in various ways and analyse and present their findings.



Children will become resourceful, active citizens who have the skills to contribute to and improve the world around them.



Children can explain features of the world including how they were formed, how they are interconnected and how they have changed over time.

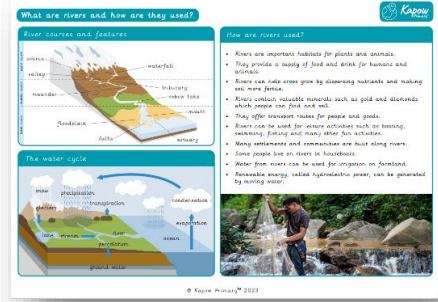


Children will broaden their exploration of geographical skills and understanding through local fieldwork.



Knowledge

Knowledge Organisers are structured documents that clearly set out the **key knowledge, concepts** and **vocabulary** for each unit. They provide a concise summary of essential learning, present subject-specific terminology with definitions, and use a clear, visual layout to support understanding. Designed as a reference tool for both teachers and children, they promote **retrieval practice**, reinforce long-term memory and encourage **independent learning**. These are included in all children's exercise books, allowing them to refer to them whenever needed during their learning.



SMSC

Our curriculum design actively supports children's spiritual, moral, social and cultural (SMSC) development through its geography content and approaches to learning. It encourages children to **explore different perspectives**, helping them to understand how people experience places and environments in diverse ways. Children are given opportunities to **reflect** on ethical issues, such as: environmental responsibility, sustainability and the impact of human activity on communities and the planet. **Social development** is fostered through collaborative tasks, discussion and enquiry, enabling children to listen to others, share ideas and work cooperatively. **Cultural development** is strengthened through the study of a wide range of places and communities, helping children to appreciate cultural diversity and develop respect for different traditions, lifestyles and ways of life.