



**Waterhouses CE  
Primary Academy**

**“Let your light shine.”**

## *Waterhouses CE Primary Geography Curriculum Statement*

### **Intent**

At Waterhouses Primary 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 at Waterhouses Primary 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 and understanding of concepts, knowledge and skills. Waterhouses’s natural local environment lends itself to this investigative approach, particularly linking to the Forest School activities.

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; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at Waterhouses Primary and also to their further education and beyond.

### **Implementation**

Geography at Waterhouses is taught over a three cycle.

At the beginning of each unit of work, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children’s different starting points.

Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and morning literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. The work of the Forest School Leader links in with each topic.



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### **Impact**

Outcomes in topic books and Forest School activities evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Specific Geography based themed activities include experiential trips.

Children are able to learn about careers related to geography through the school’s Aspirations Day ensuring that they are well prepared for the next steps of their education.