



“It is the journey, not the arrival, that matters.” – T.S. Eliot

At Woodhall, Geography is more than just facts and maps — it’s about sparking curiosity, inspiring exploration, and nurturing a sense of wonder about the planet we call home. In a world full of fascinating places, diverse people, and ever-changing environments, Geography helps us make sense of it all. From exploring our local community to understanding distant lands, Geography encourages us to ask questions, observe carefully, and think deeply about how the world works and how we fit within it. We help children develop the knowledge, skills, and attitudes they need to become thoughtful, informed citizens of the world.

Intent

At Woodhall Primary School, our Geography curriculum is designed to build upon children’s prior learning, curiosity, and understanding of the world around them. Following the National Curriculum as outlined in our bespoke Geography skills ladder, our curriculum ensures a clear progression of skills from Early Years through to Year 6. We aim to develop children’s understanding of Earth’s key physical and human processes, equipping them with vocabulary and skills that build progressively and transfer across their education and beyond.

Our detailed Geography Subject Ladder outlines the skills and knowledge objectives to be taught across the school focusing on the development of locational knowledge, place knowledge, human and physical geography knowledge, geographical skills and fieldwork.

In the Foundation Stage, children’s natural curiosity is encouraged through child-led exploration. Our youngest learners begin their geographical journey by investigating our school grounds, using maps, atlases, and globes to explore places near and far. They observe seasonal changes, discuss weather patterns, and learn about different roles in their local community. These experiences spark their curiosity and lay the foundation for future learning. As children move into Key Stage 1, this curiosity grows into a deeper understanding of their local environment and the wider world. They develop key geographical skills such as observation and fieldwork, exploring the physical and human features around them.

In Key Stage 2, children deepen their knowledge further by studying a range of countries and environments worldwide. Lower Key Stage 2 learners focus on physical and human geography, environmental regions, and major cities. Upper Key Stage 2 children extend this learning to include settlement types, land use, economic activities such as trade and the distribution of natural resources like energy and food.

We also engage with the HfL Geography Advisor service to ensure we keep our curriculum fresh and staff well-supported with training and resources.

By the time our children leave Woodhall, we want them to:

- Be passionate learners with a thirst for Geography — fostering meaningful engagement and a lifelong love of discovering how humans interact with and impact the world.
- Be curious about the world and its people — appreciating diverse places, cultures, and environments, and building empathy and understanding for others.

IMPLEMENTATION

Geography at Woodhall is taught in focused blocks throughout the year, allowing children to immerse themselves fully in each topic. Long and medium-term plans carefully map out key knowledge and skills, ensuring each unit builds on the last and that learning is both progressive and inclusive. Due to the nature of our mixed-age classes, the

school must operate flexibly and carefully map learning across the key stages to ensure all children are accessing relevant, challenging content whilst exploring age-related skills and a broad and balanced curriculum. Knowledge areas highlighted in yellow on the subject ladder may be taught out of the assigned year group in mixed-age classes. Necessary adaptations to the subject ladder can be tracked on the Woodhall School Topic Map, Woodhall Topic Coverage documents and the Long-Term and Termly Planners of individual classes. Lessons are based on prior learning and thoughtfully planned with clear vocabulary introduced at the start and revisited regularly to embed understanding.

Our teaching encourages curiosity and independent thinking through purposeful questioning and hands-on activities. We celebrate the diversity of our school community by embracing different cultures, languages, and traditions in our lessons and assemblies.

We know that many of our children have limited experiences beyond their immediate environment, so we prioritise enriching learning through local walks, visits, and engaging in community partnerships — such as the Travelling Tales River Project.

Cross-curricular links strengthen learning, with Geography naturally integrating with:

- Maths (measuring, directions, positional language)
- English (speaking, listening, descriptive writing)
- Computing (digital mapping)
- PSHE (tolerance and understanding)
- Religious Education (exploring global beliefs)
- Art (creating diagrams and visual representations)
- MFL (learning about the culture, landmarks and experiences of people from Spain)

IMPACT

Achievement in Geography is closely monitored in each class by the teacher and overseen throughout the school by the Leadership Team. As a topic is being taught, teachers make observations about each child and assess their knowledge and understanding against the learning objectives. Children are summatively assessed as working significantly below age-related expectations (ARE), working towards ARE, working at ARE or exceeding ARE. Progress, effort and attainment are reported to parents as part of the child's End of Year Report.

The achievement of vulnerable groups such as SEND, PPG or EAL children is monitored across the curriculum to ensure their progress is in line with their peers. Where there is a large disparity, the Leadership Team works alongside teachers to help provide resources, support and help narrow the gap.

The Leadership Team is also responsible for collating evidence of the impact of the Geography teaching and learning providing feedback to all stakeholders; the teachers, the SLT, the Governing Body and outside agencies including Ofsted and advisors such as the Hertfordshire Improvement Partner.

Evidence is collected through teacher assessment, pupil voice, lesson observations, work and planning scrutiny and learning walks. During each monitoring cycle, the Leadership Team looks for appropriate coverage for that particular point in the year, high-quality work being produced over a range of activities, thoughtful differentiation and care and attention over tasks from both teacher and pupil.

Following the monitoring activities, the Leadership Team summarises the strengths and weaknesses of the subject and puts actions in place to move the provision on; that could be through staff training, team teaching or planning, advisor visits, use of specific resources or even through whole-school events. These actions are then evaluated and analysed for impact.

The impact of our Geography curriculum is clear in the enthusiasm and confidence of our learners and the quality of their work. Children’s books show a broad, balanced curriculum with clear progression in knowledge and skills, supported by targeted feedback linked to our subject skills ladder. Vocabulary pages support independent learning and help children articulate their understanding clearly.

Through Geography, children develop a strong sense of place and a passion for learning about the environment. Their curiosity and collaborative skills grow as they explore diverse places, resources, and cultures. Our hands-on approach fosters resilience, creativity, and critical thinking, preparing them well for future learning and life beyond school.

Finally, Geography at Woodhall supports the spiritual, moral, social, and cultural development of our children by connecting them with the wider world in meaningful and inclusive ways.

<p style="text-align: center;">Woodhall School Leadership Team</p> <p style="text-align: center;">Reviewed: September 2025</p>
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