

Geography at Spring Lane Primary School		
Respect	Resilience	Integrity
Curriculum Intent		British Values
At Spring Lane Primary, our geography curriculum empowers children to understand their place in the world and develop the knowledge, skills and curiosity to explore diverse places, people and environments. Rooted in our five curriculum drivers, we nurture Effective Communicators who confidently use geographical vocabulary and present their findings with clarity; Expert Learners who build progressive skills through rich enquiry, fieldwork and cross-curricular connections; and Caring Citizens who develop a respect for different cultures and a sense of responsibility for our planet. Through meaningful outdoor learning and real-world investigations, children grow as Healthy Individuals and Leaders, developing resilience, empathy and teamwork. Above all, our curriculum inspires Aspirational Thinkers—broadening horizons, challenging stereotypes and encouraging every child to see themselves as a geographer with the power to shape a better future.		Our geography curriculum actively promotes British Values by fostering mutual respect and tolerance through the study of diverse cultures, communities and environments both in the UK and around the world. Children learn about democracy and individual liberty when exploring issues such as land use, sustainability, and climate justice, developing informed opinions while respecting others’ perspectives. Through enquiry and debate, they practise the rule of law and understand the importance of shared responsibility in caring for our local and global environments
At the end of EYFS	At the end of Key stage 1	At the end of Key Stage 2
By the end of EYFS, children begin their journey as Expert Learners and Caring Citizens by exploring their immediate environment and noticing seasonal changes. They talk about places that are familiar to them and show care for the natural world. Through stories, play, and discussion, they develop as Effective Communicators, using basic positional language to describe where things are and showing curiosity about the world around them.	By the end of Key Stage 1, children build strong foundations as Expert Learners, gaining knowledge of local and global places, continents, and oceans. They develop as Caring Citizens by comparing life in Spring Boroughs with contrasting places and begin to understand how people live differently around the world. Fieldwork and mapping activities support their growth as Healthy Individuals and Leaders, building confidence through outdoor exploration and teamwork, while increasing their ability to speak clearly and listen well as Effective Communicators	By the end of Key Stage 2, children are confident, curious geographers who think critically and act responsibly. As <i>Aspirational Thinkers</i> , they explore complex global issues, from climate change to trade, and see how they can shape the future. They develop as <i>Expert Learners</i> through mapwork, fieldwork and enquiry-based projects, using technical vocabulary and presenting their findings with confidence as <i>Effective Communicators</i> . They take on leadership roles in investigations, demonstrating empathy and collaboration as <i>Healthy Individuals and Caring Citizens</i> who understand their power to influence positive change locally and globally.
Curriculum Implementation – How is geography taught?		
At Spring Lane, geography is implemented through immersive Learning Quests that spark curiosity about the world and deepen children’s understanding of place and environment. Guided by our principles of relevance, we connect geographical learning to children’s lives—starting with Spring Boroughs and expanding outwards to explore the UK, the wider world, and global issues. Through hands-on fieldwork, mapwork, and real-world investigations, children experience geography in action, making meaningful connections between people, places and patterns. Experiences such as local area walks, environmental projects, and cross-cultural comparisons help pupils develop a sense of belonging, stewardship and global awareness. Collaboration underpins our approach, as pupils work together to explore questions, interpret data, and reflect on their role in shaping a fairer, more sustainable world.		
Substantive Concepts (Big ideas linked to knowledge) Substantive knowledge sets out the content that is to be learned. This is presented through 4 interrelated forms which underpin our school curriculum. <ul style="list-style-type: none"> • locational knowledge • place knowledge • human and physical processes (the geography community also includes ‘environmental’ as part of this) • geographical skills. High level concepts are needed as a ‘facilitating tool’ which is ‘fundamental to structuring and supporting how our pupils learn geography’. These include space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity Based on the needs of our pupils, we have developed units of work that particularly target these geographical concepts: Place Many of our pupils have limited experience beyond Northampton. Geography helps them		Disciplinary Concepts (How geographers think and apply knowledge) <ul style="list-style-type: none"> • Investigate the location of places (research and enquiry) • Explore and describe places • Undertake fieldwork and apply geographical skills • Investigate human and physical geography

<p>develop a strong sense of belonging to Spring Boroughs while building curiosity about the wider world.</p> <p>Interdependence Children learn how communities rely on one another through trade and shared natural resources. This helps them understand global connections and human innovation.</p> <p>Physical and Human Processes By exploring how environments change over time—locally and globally—pupils develop empathy, resilience and an understanding of how people adapt to challenges.</p> <p>Environmental Impact Geography helps children recognise the effects of pollution, climate change and natural disasters, encouraging them to act with integrity and respect for the planet.</p> <p>Sustainable Development We teach pupils how they can make a difference through sustainable choices, preparing them to be thoughtful, proactive citizens of the future.</p>	
Impact	
<p>The impact of our geography curriculum is seen in children who think critically, ask insightful questions, and understand how people, places, and environments are interconnected locally and globally. Because learning is relevant and rooted in real-world contexts, pupils confidently make connections between their own experiences and wider geographical issues. Our rich, hands-on learning experiences ensure knowledge is retained and deepened through meaningful enquiry and fieldwork. Through collaboration, children learn to respect diverse perspectives, analyse data together, and communicate their findings clearly—emerging as reflective, informed, and responsible global citizens, ready to engage with the challenges of the future.</p> <ul style="list-style-type: none"> • Pupils’ geographical knowledge and skills are assessed using the following: • Retrieval practice at the start of every lesson to reinforce prior learning. • Ongoing assessment for learning through skilled questioning and live feedback within lessons. • Pupil voice to gather evidence of knowledge retention and growing understanding over time. • Summative assessments linked to the enquiry question at the end of each unit. 	
Equity and inclusion – removing barriers	
<p>Spring Lane’s geography curriculum aligns with our core curriculum principles of Relevance, Experiences, and Collaboration to remove barriers and promote equity. By connecting geographical concepts to children’s own lives, local environment, and the wider world, learning is made meaningful and accessible (Relevance). Hands-on experiences—such as fieldwork in the local area, environmental projects, and real-world investigations—bring geography to life and deepen understanding (Experiences). The curriculum encourages collaboration through group enquiries and shared problem-solving, fostering community, respect, and teamwork (Collaboration). These principles ensure that all pupils, regardless of background or ability, engage confidently with geography, develop critical skills, and grow as informed, caring global citizens.</p>	