



Willoughby Primary School

Geography Vision and Intent Statement

As a school we aim to:

Deliver an engaging and inspirational curriculum that prepares children for the future, develops their **curiosity** and deepens their **understanding** of the world around them. We foster each child's **independence** to nurture character development, health and well-being.

In this subject our vision is to:

To inspire curiosity, foster a sense of place, and nurture global citizenship through a rich and engaging geography curriculum that empowers every child to gain understanding of physical and human process, value diversity in the world around them and acquire geographical techniques.

Our children say:

In geography, we learn about countries around the world and what different parts of our planet are like. We use atlases and globes to help us.

Learning intent:

Geographical location: Continents, oceans, regions, countries, capital cities, global position, e.g. northern and southern hemispheres, the equator and the tropics, compass directions, distances.

Physical features include: Hills, mountains, valleys, bodies of water, e.g. streams, becks, tarns, rivers, lakes, seas, oceans, lagoons, natural resources. Note: features that appear natural but are put there or managed by humans (e.g. fields, trees, forests, woods, woodland and vegetation) are human features.

Human features include: urban and suburban settlements, rural settlements, leisure facilities, manufacturing facilities, transport hubs, transport infrastructure, commerce sites, financial institutions, retail outlets, farming and agriculture, reservoirs and dams, power stations and the power grid.

Physical processes: understanding of erosion and deposition associated with rivers and coasts, the water cycle, ocean circulation, climate change, earthquakes and volcanoes.

Human processes: transport, trade, migration, settlements, industry, travel, leisure and tourism and pollution.

Techniques: fieldwork observation, measuring and recording using various maps, atlases and other research materials, map reading, using Geographic Information Systems (GIS), photographic data, digital data or data in spreadsheets.