



Biscovey Primary Academy
Teaching and Learning Principles
Subject: Geography

'Roots to grow, wings to fly'

School Vision:

At Biscovey Primary Academy we aim for every child to flourish in a nurturing environment, demonstrate respect and kindness, whilst building resilience and ambition for the future.

Our curriculum ensures that we deliver a range of topics across the age phases which develops sequential learning where pupils know more and can do more, ensuring that they are ready for their next stage in education.

Our nurturing ethos endeavours to support all children and their families. Through this approach we are able to work together to ensure that we meet the needs of all learners in our school.

We pride ourselves on delivering an ambitious curriculum, focusing beyond the academic curriculum, developing a child's individual character. Our core values; 'nurture', 'respect' and 'ambition' run through all areas of school life and learning which allows the whole child to develop into a confident and caring young individual. The Biscovey child shows respect, and through ambition, self-belief and courage approaches learning with an inquisitive mind.

'Roots to grow, wings to fly'

Subject Intent:

Geography helps children to understand the world and their place within it. At Biscovey Primary Academy, the core theme of geography is locational knowledge, where children develop contextual knowledge of globally significant places and understand how locations are connected across the world.

Through carefully planned enquiries, children develop knowledge of continents, countries, regions and significant physical and human features. They learn to make connections between places, compare environments and understand how people interact with the world around them.

In all lessons, key geographical vocabulary is explicitly taught and revisited to develop geographical understanding and language. High-quality questioning encourages children to think critically, make comparisons and communicate their geographical thinking effectively.

We aim for children to become curious and informed geographers who can explain geographical patterns and processes, understand their global responsibilities and appreciate the diversity of people and places.

Subject Implementation:

At Biscovey Primary Academy, geography is taught through a progressive and knowledge-engaged curriculum that is carefully sequenced to allow children to know more and remember more.

Locational knowledge is threaded throughout the curriculum, enabling children to build a secure mental map of the world. Children revisit and deepen their understanding of significant places, making meaningful connections between previous and new learning.

Lessons are delivered using an 'I do, we do, you do' approach, with teachers modelling geographical thinking, map skills and enquiry processes. Children are encouraged to ask questions, analyse information, discuss ideas and justify their thinking using geographical vocabulary.

Fieldwork, map work, satellite imagery, photographs, atlases, digital mapping technologies and first-hand experiences are used regularly to develop geographical skills. Learning is supported through retrieval practice so that key knowledge is retained over time.

Children learn together in mixed-attainment classes, with appropriate support and challenge provided to ensure all pupils can access and succeed within the curriculum.

Geography learning environments celebrate current and previous learning, displaying key vocabulary, maps, images and examples of children's geographical thinking. High-quality texts are used to enrich learning and provide meaningful contexts for geographical study.

Subject Impact:

Our children develop a secure understanding of the world's continents, countries, oceans and significant places. They can explain how physical and human features shape locations and understand how places are interconnected.

This is evidenced through pupil voice, work in books, geographical discussions, assessment outcomes and learning walks.

At Biscovey Primary Academy, pupils progressively build their locational knowledge over time, allowing them to develop increasingly sophisticated geographical understanding and a strong sense of place within the wider world.

For example, when learning about volcanoes, children first locate where volcanoes are found around the world. They then identify the countries and regions affected, explore the physical geography of these locations and compare them with places they already know. Building on this knowledge, they investigate how volcanic activity affects people, settlements and environments. Through this progressive approach, children develop both secure locational knowledge and a deeper understanding of geographical processes.