



Geography Vision

at

Western Downland CE (VA) Primary School

Intent, Implementation, Impact

Intent

At Western Downland, we want to equip our children with the skills and concepts which allow them to better understand and appreciate the wonderful diversity of both the natural world, and the ways that we as humans both rely upon and shape our environment. We want them to begin to see some of the complexities of our world and the interdependencies that exist, which have increasingly important implications for our future.

Implementation

In the curriculum, we build that appreciation of diversity and difference in the natural and human world by making comparisons, initially with a focus on a specific locality, then over the years gradually building both the scale and scope of enquiry. Finding both similarities and differences between locations is a powerful tool for building understanding.

We build the geography-specific skills such as map and field work, using satellite imagery and interpreting different presentations of data, which allow children to develop a factual understanding of a place, and also see the impact of people moulding these places into different kinds of spaces, organised – and at times exploited - for human benefit. They learn how to apply these skills, and build their

geographical vocabulary, so they are also equipped to describe the physical and human world around them with growing precision and sophistication.

Deepening understanding of a place also requires an appreciation of some of the key natural and human processes in play. Over the course of the curriculum we look at physical processes such as the changing weather, climatic zones, rivers and flooding, the water cycle, volcanic activity, how the coastline is formed, and how climate, vegetation and animal life interact within biomes. We also look at the interplay between people and the physical environment they live in, and how this can shape and organise that environment for different purposes, such as settlement, agriculture, tourism and the use and distribution of natural resources.

Impact

Progressively, we look for evidence that our children are learning how to “think like geographers” – for example in their ability to map, describe and portray the world they live in and further afield with factual accuracy and insight, both as places and spaces.

We look to see if their understanding is formed by using important ways of geographical thinking, such as finding similarities and differences between places, or by identifying the processes at work to create a particular environment, by finding important interdependencies that exist in given environments, perhaps even spotting how the impact of processes can vary according to scale.

Ideally, we will see children whose critical understanding of the world and their place in it is also adding a growing ethical awareness of the decisions we need to make individually and collectively, to ensure the sustainability of our world.