Learning and Caring Together, "…they will flourish in the courts of our God." (Psalm 92:13)

Intent – Building Strong Foundations in Geography – so ALL our children can flourish

At St Edward's, we believe that every child can become a confident and knowledgeable geographer. Our intent is grounded in our vision of learning and caring together, ensuring that all pupils – regardless of background or need – flourish through developing a strong foundation in geographical knowledge, understanding and skills.

In line with the Ofsted Education Inspection Framework (EIF), we aim to build secure, connected and progressive geographical knowledge over time. Through a carefully sequenced, ambitious curriculum, pupils develop a deep understanding of places, people, environments and processes, alongside the geographical skills needed to interpret and understand the world around them.

We teach Geography in a way that enables pupils to know more, remember more and do more. Knowledge is carefully selected and revisited so that pupils develop increasingly sophisticated understanding and can make meaningful connections between geographical concepts, places and experiences.

We ensure that every learner, including those with SEND and those who are disadvantaged, has full access to high-quality geographical teaching and learning opportunities. Lessons are adapted, not diluted, maintaining ambition for all.

We provide opportunities for every pupil to experience success, curiosity and challenge, ensuring that adaptations are purposeful, evidence-informed and inclusive.

At St Edward's, we nurture a "can-do" mindset in both staff and pupils and encourage our value of perseverance. We aim for every child to:

- Build strong geographical foundations through coherent, well-sequenced learning.
- Feel confident, capable and valued as geographers.
- Develop a secure understanding of place, location, human and physical geography.
- Develop and apply geographical vocabulary accurately and confidently.

- Develop geographical skills, including map reading, fieldwork, data collection, interpretation and geographical enquiry.
- Make connections between places, people, environments and processes.
- Experience challenge and success through well-planned adaptations.
- Develop curiosity, questioning, critical thinking and perseverance within a caring, inclusive environment.

Implementation – How We Help Every Child Flourish

Our approach prioritises high-quality classroom practice first. Adaptations are embedded to remove barriers, reduce cognitive load and promote independence, ensuring all pupils can access the full breadth and ambition of the Geography curriculum.

Our Key Principles

High Expectations for All

We foster ambition for every learner. Teachers communicate the belief that all pupils can become successful geographers. We encourage pupils to ask questions, investigate, make connections and explain their thinking.

This inclusive approach develops curiosity, confidence, perseverance and courage, enabling pupils to engage meaningfully with geographical concepts and challenging ideas.

Knowing Our Pupils Well

Relationships are central to our ethos. Teachers know their pupils' individual strengths, barriers, interests and prior knowledge, allowing responsive adaptation and bespoke support that helps every learner thrive.

Teachers identify misconceptions and gaps in geographical knowledge so that teaching can build effectively from pupils' starting points.

Targeted and Bespoke Support

Personalised targets and precise interventions are informed by ongoing assessment and teacher knowledge. Support is evidence-informed, purposeful and designed to enable pupils to access the intended curriculum and make meaningful progress.

Where pupils require additional support with vocabulary, geographical concepts, reading, writing or geographical skills, this is identified and addressed through timely intervention and targeted scaffolding.

Inclusive Learning Environments

Classrooms are designed to promote access, curiosity and independence.

Working walls, maps, atlases, photographs, diagrams, geographical vocabulary, models and other visual resources are visible and purposeful. They support pupils' working memory, retrieval of key knowledge, understanding of vocabulary and ability to make connections.

Resources are carefully selected to support pupils without creating dependency.

Curriculum Access and Ambition

Our curriculum is ambitious for all. Geographical knowledge and skills are carefully sequenced so that pupils can build increasingly secure and connected understanding.

Key knowledge is revisited and retrieved regularly, allowing pupils to remember and apply what they have learned.

Where pupils need additional steps to secure understanding, bespoke interventions and timely adaptations ensure that important knowledge, vocabulary and skills are mastered before progression.

Timely and Specific Feedback

Feedback is immediate, accurate and actionable where appropriate. Misconceptions in geographical knowledge, vocabulary, explanations and skills are addressed swiftly so that pupils can consolidate understanding and move forward confidently.

Building Geographical Knowledge

Strong geographical learning is founded upon a secure body of knowledge.

Pupils develop knowledge of:

- Locational knowledge – knowing where places are and understanding their geographical context.
- Place knowledge – understanding the distinctive physical and human characteristics of places.
- Human and physical geography – understanding geographical processes, environments, settlements, communities and the relationship between people and the planet.
- Geographical vocabulary – using subject-specific language accurately.
- Geographical skills – collecting, analysing and communicating geographical information.

Knowledge is carefully sequenced and revisited so that pupils can retrieve, connect and apply what they have learned.

Purposeful Questioning and Modelling

Teachers model high-quality geographical language, enquiry and thinking.

Questioning is carefully planned to check understanding, challenge thinking and encourage pupils to explain geographical relationships and processes.

Teachers use modelling to demonstrate how to:

- Interpret maps, photographs and data.
- Use geographical vocabulary accurately.
- Describe and explain geographical processes.
- Compare places and environments.
- Make connections and draw conclusions.
- Ask and answer geographical questions.

Pre-teaching, retrieval and overlearning are used to strengthen foundations, vocabulary and confidence.

Effective Scaffolding

Temporary supports such as visual aids, maps, word banks, sentence stems, worked examples, diagrams, atlases and technology reduce barriers and promote independence.

Scaffolds are carefully matched to need and are gradually withdrawn as pupils develop confidence, knowledge and independence.

Developing Geographical Enquiry, Independence and Perseverance

Pupils are encouraged to become curious, independent and resilient geographers.

They are given opportunities to ask questions, investigate, observe, collect and interpret information, identify patterns, make comparisons and communicate geographical understanding.

We want our children to know more, remember more and do more.

Adults support pupils to persevere through challenge and celebrate all levels of progress, however small.

Impact – What Difference Does This Make?

Through high-quality, inclusive teaching and responsive adaptations, all pupils – including those with SEND and those who are disadvantaged – build stronger geographical foundations and flourish as geographers.

- Pupils develop secure, connected and memorable geographical knowledge that they can retrieve and apply over time.

- Pupils use geographical vocabulary with increasing confidence and accuracy.
- Pupils demonstrate an understanding of places, people, environments and geographical processes.
- Pupils develop confidence in applying geographical skills, including map work, fieldwork, data interpretation and geographical enquiry.
- Pupils can make connections between geographical knowledge and use what they have learned in new contexts.
- Monitoring and assessment show that pupils with SEND and those who are disadvantaged make sustained progress from their starting points, accessing ambitious, age-appropriate geographical content.
- Pupil voice reflects curiosity, confidence, self-belief and a growing understanding of the world around them.
- Pupils demonstrate perseverance and independence when faced with geographical challenges.
- Pupils leave St Edward's with a strong foundation of geographical knowledge and skills, enabling them to continue their geographical learning and understand their place within an increasingly interconnected world.

