



Our Geography Intent



Our curriculum nurtures pupils' personal and everyday exposure to geography. It sparks children's curiosity about the world and guides them to explore places and processes beyond their existing knowledge. Our curriculum is structured around carefully planned pupil progression, encompassing the knowledge and skills required by the national curriculum in a range of regional and thematic units. These core geographical skills and knowledge are revisited and built upon throughout and across year groups meaning that children leave Grayshott with a solid geographical foundation.

Key concepts and locations, are revisited in increasingly complex contexts across year groups. Simultaneously, the curriculum imparts knowledge and skills of enquiry, mapwork and fieldwork, whilst being contextualised and modelled throughout. Our curriculum connects learning to real-world events, giving students the platform to grapple with complex issues, such as the impact of over-development on our natural world.

The 'Golden Thread' throughout our geography curriculum is our 'Investigating Grayshott' school and home learning projects. By the end of Key Stage 2, the children will be leading their own 'Investigating Grayshott' inquiries and data presentation by using their cumulated geographical skills. We are so fortunate in Grayshott to live in an area surrounded by outstanding natural beauty, rich with wildlife, woodlands and streams. By giving our children the opportunity to investigate the physical and human geographical aspects of where they live, it will enable them to have a fuller appreciation and understanding of our natural world and be able to fully contextualise the challenges we face to preserve it. Our intent for the geographers of Grayshott Primary School to leave our school as curious, confident geographers who have a love and appreciation for the human and natural world.

Our Geography Principles

Our curriculum focuses on geographical knowledge and skills including local and world knowledge, human and physical processes, using maps including aerial and satellite imagery, fieldwork enquiry, data collection, presentation and analysis. We also aim for children to develop their geographical 'voice' through the understanding of real-world challenges, connecting and applying what they have been taught.