

# Geography at Hornead



## Intent

Geography at Hornead is rooted in our vision of enabling every child to flourish and “have life in all its fullness.” We believe Geography is, by nature, an investigative subject. It helps children make sense of the world God has created and understand their place within it.

At Hornead, we seek to inspire curiosity and fascination about the world and its people that will remain with our children for life. We want pupils to develop a deep understanding of diverse places, cultures and environments, and to appreciate where people live and what their lives are like. Through studying both physical and human geography, children learn how landscapes are formed, how natural processes shape our planet, and how human actions positively and negatively affect the Earth.

Our curriculum is carefully sequenced and progressive. From developing early perceptions of the world in EYFS to exploring the wider world in Key Stages 1 and 2, pupils build knowledge and skills that prepare them for further education and for their role as responsible global citizens.

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## Implementation

At Hornead, we use Kapow Geography as the foundation for our planning. Lessons are structured around four key strands:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Essential knowledge and skills are revisited with increasing complexity so that learning is embedded over time. Locational knowledge, in particular, is reviewed in every unit to strengthen understanding of scale, place and spatial awareness.

In Key Stages 1 and 2, learning is driven by enquiry questions. These are open-ended and purposeful, encouraging children to investigate real issues and think critically. Pupils work as geographers: collecting and analysing data, interpreting maps, globes, atlases, aerial photographs and digital mapping, and presenting their findings in a range of ways.

Fieldwork is central to our approach. We follow an enquiry cycle of:

Question → Observe → Measure → Record → Present

As a small rural school surrounded by fields and close to the River Rib, we are uniquely placed to carry out regular, meaningful fieldwork. Children investigate physical and human features within our grounds and local area, building confidence in familiar surroundings before comparing our locality with other regions of the UK, Europe and the Americas. This makes fieldwork frequent, accessible and purposeful.

Lessons include independent, paired and group work, as well as practical, hands-on and digital tasks to engage a range of learners. Knowledge organisers support pupils in recalling key vocabulary and facts, strengthening their geographical understanding over time. Cross-curricular links further enable children to apply their geographical thinking across the curriculum.

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## Impact

By the time our pupils leave Hormead at the end of Year 4, they are confident, curious young geographers who:

- Compare and contrast human and physical features across the UK, Europe and the Americas.
- Understand key physical processes, including climate, biomes, the water cycle and natural disasters.
- Recognise how natural resources, trade and land use shape human activity.
- Appreciate how humans both adapt to and impact their environment.
- Use maps, globes, atlases, aerial photographs and digital mapping confidently, including eight-point compass directions and four- and six-figure grid references.
- Understand latitude, longitude, hemispheres, tropics and time zones, including how day and night occur.

Most importantly, they leave Hormead with a secure sense of place, a respect for the diversity of our world, and an understanding of the interconnectedness between people and the planet. We aim for our children to move on to middle school not only with strong geographical knowledge and skills, but with the curiosity, responsibility and confidence to engage thoughtfully with the world around them.