

Geography



*Kapow
Primary™*

Personal development,
SMSC and British
values mapping

Curriculum support

Kapow Primary's curriculum access is being improved to make resources more searchable, user-friendly and sustainable.

Curriculum information pages and curriculum portals bring together content that was previously only available across multiple PDF documents. This allows quicker access to key information and ensures that the most up-to-date guidance is always available.

Curriculum information pages

These pages outline the intent, implementation and impact of the Kapow Primary curriculum, including the rationale behind the approach. They act as a central hub for curriculum guidance, with links to related resources, embedded media and FAQs to support understanding.

Curriculum portals

The curriculum portals provide an online view of each subject's long-term plan and progression. They bring together key unit information, including national curriculum links, British values and SMSC, knowledge and skills, vocabulary and cross-curricular connections, allowing easy navigation between whole-school and unit-level views.

1. Intent

This section outlines the overall curriculum plan, including its structure, sequencing and the specific knowledge and skills students are expected to acquire.

Curriculum aims

Kapow Primary's Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of

resources, active citizens who will have the skills to contribute to and improve the world around

Visit the Geography curriculum information pages online.

Geography

Help? Close

Geography curriculum overview

Last updated: 22/12/2025 16:43

Long-term plan Progression of Skills & knowledge Vocabulary progression

Standard Mixed-age Condensed Download

Long-term plan Standard - Current (2025/26)

	Autumn	Spring	Summer
EYFS	Exploring maps	Outdoor adventures	Around the world
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?

Visit the Geography curriculum portal online.

Introduction

This document is aimed at Geography subject leaders and Personal development leads. It shows where the Kapow Primary curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

The latter pages of this document map those units which can support you as you strive to improve pupils' personal development in line with Ofsted's Personal development criteria.

Please note that the curriculum alone will not be sufficient evidence that your school is providing for pupils' personal development and your school will be expected to show how other elements of school-life are geared towards this aim.

This document is updated to reflect changes to our website and the current version can always be found [here](#).

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What is SMSC?	4
What are British values?	6
SMSC and British values mapping	7
SMSC statements for Geography	19
Personal development criteria	21
Personal development mapping	22

What is SMSC?

All schools in England are required to demonstrate how they promote pupils' spiritual, moral, social and cultural (SMSC) development. The SMSC statements included in this document are drawn from the [School Inspection Handbook](#) (Ofsted, 2019), which outlines the areas inspectors consider when evaluating schools' SMSC provision.

Although the 2019 Handbook has been superseded, it remains the most detailed reference for understanding Ofsted's expectations regarding pupils' SMSC development. The current [School Inspection Toolkit](#) (Ofsted, 2025) continues to consider SMSC within the broader area of 'personal development and well-being', but no longer provides the same level of definition or illustrative examples. For this reason, the 2019 Handbook continues to be used as a reference point to maintain consistency and clarity.

Spiritual development

- The ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- A knowledge of, and respect for, different people's faiths, feelings and values.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them.
- The use of imagination and creativity in pupils' learning.
- A willingness to reflect on their experiences.

Moral development

- The ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- An understanding of the consequences of pupils' behaviour and actions.
- An interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate others' viewpoints on these issues.

What is SMSC?

Social development

- The use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- A willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- An acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

- An understanding and appreciation of the wide range of cultural influences that have shaped pupils' own heritage and that of others.
- An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- The ability to recognise and value commonalities across cultural, religious, ethnic and socio-economic communities.
- A knowledge of Britain's democratic parliamentary system and its central role in shaping history and values, and in continuing to develop Britain.
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which pupils understand, accept, respect and celebrate diversity.

What are British values?

Ofsted inspectors make judgements on pupils' personal development and wellbeing by evaluating a number of areas, including:

- Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.
- Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

School Inspection Toolkit (Ofsted, 2025)

Kapow Primary's PSHE & RSE curriculum explicitly teaches British values (see below). In addition, opportunities to reinforce and contextualise these values are embedded throughout the Geography scheme.



Democracy

Recognising that everyone has a voice within school and society.



Rule of law

Understanding and respecting rules and recognising that laws are there to ensure fairness and safety.



Individual liberty

Understanding human rights and responsibilities and the freedom people have to make their own choices in life.



Mutual respect

Showing respect for others and expecting to be treated with respect in return.



Tolerance of those with different faiths and beliefs

Respecting and appreciating diversity and understanding that everyone holds different views and beliefs.

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 1			Kapow Primary units Year 2		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What is it like to live in Shanghai?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>Why is our world wonderful?</u>	<u>What is it like to live by the coast?</u>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓			✓	✓	
	Knowledge of, and respect for, different people's faiths, feelings and values	✓			✓	✓	
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓	✓	✓	✓	✓	✓
	Willingness to reflect on their experiences	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 1			Kapow Primary units Year 2		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What is it like to live in Shanghai?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>Why is our world wonderful?</u>	<u>What is it like to live by the coast?</u>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England					✓	
	Understanding of the consequences of their behaviour and actions	✓				✓	
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	✓				✓	

SMSC and British values mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 1			Kapow Primary units Year 2			
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What is it like to live in Shanghai?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>Why is our world wonderful?</u>	<u>What is it like to live by the coast?</u>	
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓	✓		✓			
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively							
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy						
		The rule of law						
		Individual liberty	✓					
Mutual respect		✓			✓	✓		
	Tolerance of those with different faiths and beliefs							

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 1			Kapow Primary units Year 2		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What is it like to live in Shanghai?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>Why is our world wonderful?</u>	<u>What is it like to live by the coast?</u>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others			✓			
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain			✓			
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities			✓			
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	✓	✓	✓	✓		✓
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			✓	✓		

SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 3			Kapow Primary units Year 4		
		<u>Why do people live near volcanoes?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>What are rivers and how are they used?</u>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓			✓		
	Knowledge of, and respect for, different people's faiths, feelings and values	✓			✓	✓	
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning		✓	✓	✓		✓
	Willingness to reflect on their experiences			✓	✓	✓	✓

SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 3			Kapow Primary units Year 4		
		<u>Why do people live near volcanoes?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>What are rivers and how are they used?</u>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England				✓		
	Understanding of the consequences of their behaviour and actions				✓	✓	
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.				✓	✓	

SMSC and British values mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 3			Kapow Primary units Year 4			
		<u>Why do people live near volcanoes?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>What are rivers and how are they used?</u>	
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓	✓	✓	✓		✓	
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively			✓				
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy				✓	✓	
		The rule of law		✓		✓		
		Individual liberty				✓	✓	
		Mutual respect				✓		
Tolerance of those with different faiths and beliefs				✓				

SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 3			Kapow Primary units Year 4		
		<u>Why do people live near volcanoes?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>What are rivers and how are they used?</u>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others					✓	
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain			✓			
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities			✓	✓	✓	
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities						
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			✓	✓	✓	

SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 5			Kapow Primary units Year 6		
		<u>What is life like in the Alps?</u>	<u>Why do oceans matter?</u>	<u>Would you like to live in the desert?</u>	<u>Why does population change?</u>	<u>Where does our energy come from?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓	✓	✓	✓		✓
	Knowledge of, and respect for, different people's faiths, feelings and values			✓			✓
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓				✓	✓
	Willingness to reflect on their experiences	✓	✓		✓		✓

SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 5			Kapow Primary units Year 6		
		<u>What is life like in the Alps?</u>	<u>Why do oceans matter?</u>	<u>Would you like to live in the desert?</u>	<u>Why does population change?</u>	<u>Where does our energy come from?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England						✓
	Understanding of the consequences of their behaviour and actions	✓	✓			✓	✓
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	✓	✓			✓	✓

SMSC and British values mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 5			Kapow Primary units Year 6			
		<u>What is life like in the Alps?</u>	<u>Why do oceans matter?</u>	<u>Would you like to live in the desert?</u>	<u>Why does population change?</u>	<u>Where does our energy come from?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>	
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓	✓		✓	✓	✓	
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively		✓		✓		✓	
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy		✓			✓	✓
		The rule of law				✓		✓
		Individual liberty	✓	✓		✓	✓	
		Mutual respect				✓		✓
Tolerance of those with different faiths and beliefs					✓	✓		

SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 5			Kapow Primary units Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others				✓		
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain						✓
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	✓	✓	✓	✓	✓	✓
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities						
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			✓	✓		✓

Our Geography curriculum contributes to the **Spiritual** development of pupils by:

- Encouraging pupils to appreciate the physical world around us and to look at it with wonder, awe and a sense of fascination.
- Offering opportunities to learn about the beliefs, values and perspective on life of other peoples around the world, causing pupils to reflect on their own.
- Encouraging pupils to reflect on their learning experiences, highlighting the relevance of geographical knowledge in everyday life.

Our Geography curriculum contributes to the **Moral** development of pupils by:

- Raising awareness of the impact that humans have on our planet and encouraging pupils to consider how they can limit their negative impact on the planet, to the benefit of future generations.
- Facilitating reasoned discussions on ethical dilemmas in geography such as land use and resource distribution, fostering appreciation for different viewpoints and respect for relevant laws and regulations.

Our Geography curriculum contributes to the **Social** development of pupils by:

- Providing a platform to enhance social skills through collaborative fieldwork.
- Fostering discussions on diverse geographical topics between pupils and adults from varied religious, ethnic, and socio-economic backgrounds.
- Exploring geographical scenarios that involve cooperation, conflict resolution, and community engagement, such as disaster management or urban planning.
- Facilitating a better understanding of global interconnectedness, promoting empathy and respect towards people of different faiths, beliefs, and socio-economic backgrounds worldwide.

Our Geography curriculum contributes to the **Cultural** development of pupils by:

- Facilitating an understanding and appreciation of various cultural influences that have shaped their own and others' heritage, through studying human geography and influence in different regions.
- Highlighting the commonalities across different communities, using geographical concepts and case studies to demonstrate interconnectedness and shared global challenges.
- Nurturing an interest in exploring, understanding, and showing respect for different faiths and cultural diversity, and celebrating this diversity through respect and attitudes towards different religious, ethnic, and socio-economic groups at local, national, and global levels.

Personal development and wellbeing criteria

The **School Inspection Toolkit** (Ofsted, 2025) lists pupils' personal development and wellbeing criteria as:

Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.

Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.

Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.

Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.

Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support that is available.

Enabling pupils to recognise the dangers of using technology and social media inappropriately.

Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.

Developing pupils' age-appropriate understanding of healthy relationships through relationships and sex education.

Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils.

Personal development criteria mapping - Key stage 1

Personal development criteria Kapow Primary's Geography scheme supports:	Kapow Primary units Key stage 1 - Year 1			Kapow Primary units Key stage 1 - Year 2		
	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.	✓					
Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	See British values mapping for Year 1 and Year 2					
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 1 and Year 2					
Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.	✓	✓	✓	✓		✓

Personal development criteria mapping - Lower key stage 2

Personal development criteria Kapow Primary's Geography scheme supports:	Kapow Primary units Key stage 2 - Year 3			Kapow Primary units Key stage 2 - Year 4		
	<u>Why do people live near volcanoes?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>What are rivers and how are they used?</u>
Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.			✓	✓	✓	✓
Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	See British values mapping for Year 3 and Year 4					
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 3 and Year 4					
Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.						

Personal development criteria mapping - Upper key stage 2

Personal development criteria Kapow Primary's Geography scheme supports:	Kapow Primary units Key stage 2 - Year 5			Kapow Primary units Key stage 2 - Year 6		
	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.	✓	✓		✓	✓	✓
Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	See British values mapping for Year 5 and Year 6					
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 5 and Year 6					
Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.						✓

Other useful documentation

There are a number of key documents that can support you in planning and delivery of the Kapow Primary Geography scheme.

Visit the [Subject planning page](#) for more.

- ✓ [Long-term planning document](#) - shows how units of work are mapped out across the school year.
- ✓ [National curriculum coverage document](#) - shows which of the National curriculum attainment targets are covered by each unit.
- ✓ [Progression of skills and knowledge document](#) - shows how understanding and application of key concepts and skills builds year on year.
- ✓ [Knowledge organisers \(one per unit\)](#) - one page overviews of the key knowledge and vocabulary from a unit to support pupils' learning.
- ✓ [Equipment list](#) - lists the equipment needed for each unit of lessons, to help you prepare ahead of time.
- ✓ [Intent, Implementation, Impact statement](#) - explains our curriculum design: what is taught and why (Intent), what it looks like in practice (Implementation) and what the outcomes will be (Impact).
- ✓ [Geography subject leader hub](#) - long-term planning, progression of skills and knowledge information, National curriculum mapping, equipment lists, SMSC mapping and cross-curricular information all in one place on the website.