

Purpose of Study

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aim

- The national curriculum for geography aims to ensure that all pupils:
- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment target

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Useful Links

- The Royal Geographical Society (with IBG)
- Geographical Association
- Google Maps
- Ordnance Survey Map Skills
- Geographical Information Systems (GIS)
- World Mapper
- BBC Geography
- Time for Geography National Geographic
- BBC Radio 4 Great Lives, contains many geographers and explorers
- Guardian Eye Witness

Scheme of work



- Geography will be taught in blocks half-termly alongside History.

Intent

- The Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.
- Our scheme encourages:
 - A strong focus on developing both geographical skills and knowledge.
 - Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
 - The development of fieldwork skills across each year group.
 - A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
 - A growing understanding of geographical terms and vocabulary.
- The Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum.

Implementation

The implementation of the curriculum relates to how the learning is going to be delivered across the school, taking the intent of the learning and translating it into a progressive and effective curriculum.

- The National curriculum organises the Geography attainment targets under four subheadings or strands:
 - Locational knowledge
 - Place knowledge
 - Human and physical geography
 - Geographical skills and fieldwork
- The Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our [Progression of skills and knowledge](#) shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.
- [National curriculum mapping document](#) shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands.
- The scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

- Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.
- We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.
- Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. The units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.
- Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.
- Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks.
- This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.
- Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD. The scheme has been created with the understanding that many teachers do not feel confident delivering the full Geography curriculum, and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Impact

This relates to how staff identify that the curriculum is having a positive impact on pupils' learning, how to identify gaps in their learning and how to fill these.

- An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities.
- Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

An Exceptional Place to Flourish
Believe - Engage - Excel

Though your beginning was small, your future will flourish indeed – Job 8:7



- After implementing Geography, pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.
- The expected impact of following the Geography scheme of work is that children will:
 - Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
 - Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
 - Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
 - Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
 - Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
 - Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
 - Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
 - Meet the end of key stage expectations outlined in the National curriculum for Geography.

An Exceptional Place to Flourish
Believe - Engage - Excel

Though your beginning was small, your future will flourish indeed – Job 8:7



Long Term Plan

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	Geography	History	Geography	History	Geography
Reception						
Years 1 / 2		What is it like here?		What is the weather like in the UK?		What can you see at the coast?
Years 3 / 4		Why do people live near volcanoes?		Why are rainforests important to us?		Where does our food come from?
Years 5 / 6		What is life like in the Alps?		Would you like to live in the desert?		Where does our energy come from?

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	Geography	History	Geography	History	Geography
Reception						
Years 1 / 2		Where am I?		Would you prefer to live in a hot or cold place?		What is it like to live in Shanghai?
Years 3 / 4		Who lives in Antarctica?		Are all settlements the same?		What are rivers and how are they used?
Years 5 / 6		Why does population change?		Why do oceans matter?		Can I carry out an independent fieldwork enquiry?

An Exceptional Place to Flourish
Believe - Engage - Excel

Though your beginning was small, your future will flourish indeed – Job 8:7

