“Love Learning, Love Life…in all it’s fullness”

- **Red font denotes correlation to our agreed school vision**

Geography Curriculum Intent, Implementation and Impact Overview

The intent of our Geography curriculum is to deliver a curriculum that is always accessible and engaging for all learners. We encourage children to enjoy learning about the world around them and to understand their place in it. They will develop knowledge, through **broad** and **memorable** experiences, curiosity about diverse places, people, resources and natural and human environments, together with a deeper understanding of the Earth’s key physical and human processes. They will develop an understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
Through carefully planned lessons Kapow Primary’s 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. We encourage:

- 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 concepts, terms and vocabulary.

From our outdoor learning, children will develop fieldwork skills to collect, analyse and communicate with a range of data gathered through experiences to deepen their understanding of geographical processes. They will interpret a variety of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and to communicate findings in a variety of ways.

INTENT	RESEARCH	IMPLEMENTATION	PLANNED IMPACT
To develop a Geography curriculum which encourages learning and results in the attainment of knowledge and the skills that enable children to enquire, research and analyse collected data.	OFSTED Curriculum Research indicates that: OFSTED research defines a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “invaluable knowledge	• 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 • Kapow Primary’s Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Progression of skills and knowledge shows the skills taught within each	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

To use the KAPOW Geography curriculum and scheme of work to impart appropriate subject knowledge, skills and understanding as set out in the National Curriculum.	they want their pupils to know". (September 2018)	year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. • Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts. • Our National curriculum coverage document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. • For Early Years – we have a separate document also which reflects the Development Matters statements and Early learning goals and how these are met. Geographical learning to begin in EYFS where they begin to understand where they fit in within the world. • The Kapow Primary 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 Key stage 1 and 2 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 represent data using geographical methodologies and make informed decisions by applying their geographical knowledge. • Knowledge Harvests	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. After implementing Kapow Primary 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 physicalChildren will enjoy learning and retaining more knowledge about Geography. Children will understand and use the key skills of geographical understanding, understanding how physical characteristics have led to human characteristics. For a vast majority of children to achieve age related expectations in Geography and we look for those able to achieve greater depth. The expected impact of following the Kapow Curriculum is that children will:

		Children have the chance to express prior knowledge and ask questions to increase curiosity. At the end, they express their learning. • Topic Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Geography. • Subject specific vocabulary Identified through glossaries and key vocabulary on working walls. This should be highlighted to the children at the beginning of lessons and revisited in the sequence of lessons to embed vocabulary. • Knowledge quizzes to aid recall and retention of learning. • World maps available - each class has a world map that can be referred to across the curriculum as well as for Geography lessons. • Books - Children will have constant access to a wide variety of subject specific books or posters, available in Geography lessons and in Topic areas. • 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. • Class teachers assess children's understanding in Geography and this is then recorded ona school-devised database. This data is then analysed to improve the children's learning in Geography.	• 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 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6 • At Holyport, we use assessment models (such as success criteria on all stickers at the start of lessons, use of AfL strategies and questioning children's explanantions), tracking through achievement in the intended learnin goutcomes and evidencing progress in Geography over time.

CURRENT ACTION POINTS

- Adapt planning to extend the most able and audit current programs of learning for SEND pupils, so they make even better rates of progress.
- Embed new opportunities for geographical enquiry across the school, particularly conducting fieldwork locally.
- Lessons to start with a review of Geographical vocabulary and Topics to start with mini quizzes to establish the baseline for progress. This will help teachers accuracy of teacher assessments in Geography.