



St. Andrew's
Catholic Primary School

Subject Handbook

Geography



INTENT

Vision for Geography

Our Geography curriculum places a strong emphasis on developing both geographical skills and knowledge. The curriculum aims to foster a deep interest and knowledge of pupils' locality and how it differs from other areas of the world. It is designed to inspire geographical explorers to be fascinated in the ever-changing world around them, encouraging them to become resourceful, active citizens who are equipped with the knowledge and skills to contribute to and improve the world around them.

Our Geography Curriculum

Our curriculum has been developed using the Kapow Primary scheme of work, a knowledge rich curriculum written and developed by Geography specialists. As children work through our Geography curriculum they will know more, understand more and remember more about the world around them. Our scheme of learning 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. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

Our Geography Curriculum will enable pupils to:

- Develop both geographical skills and knowledge.
- Become critical thinkers, with the ability to ask perceptive questions and explain and analyse evidence.
- Develop fieldwork skills across each year group.
- Develop a deep interest and knowledge of their own locality and how it differs from other areas of the world.
- Understand an increasing amount of geographical concepts, terms and vocabulary.

IMPLEMENTATION

Geography, as a subject, is taught using the Kapow Primary scheme of work. This is enhanced with subject specific reading materials. Through fieldwork in the local area, we strive to make this learning relevant to our pupils.

Geography is planned as a sequence of lessons that builds upon consistently developing the subject's key concepts building on the acquisition of knowledge and skills.

Children look at four strands of the National Curriculum:

- Location knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Our Geography curriculum 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. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts.

Our Geography units are part of a spiral curriculum, allowing essential knowledge and skills to be revisited with increasing complexity, enabling 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.

We know that 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 resources provided by Kapow Primary have 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.

The **Kagan Principles** underpin our teaching methods in every Geography lesson. These include: Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction. These co-operative learning strategies help us to ensure that Geography lessons are engaging, inclusive and interactive.

To support children in **knowing more and remembering more**, Geography lessons include:

- Prior learning (flashback) where learning is reviewed from previous lessons, days, units and years.
- Pre-tutoring of vocabulary where subject-specific words are revisited or taught.
- Direct teaching where new learning is introduced and primary/secondary sources are studied.
- Plenary where progress is reviewed and children's understanding is assessed. This may inform flashbacks for the following lessons.

Curriculum Overviews and Progression

	Autumn	Spring	Summer
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	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?
Year 3	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Year 4	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Year 5	What is life like in the Alps?	Why do oceans matter?	Would you like to live in a desert?
Year 6	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

Our Progression of skills and knowledge document 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. 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.

The EYFS transition to Year One document reflects which Development matters statements and Early learning goals are met and how this prepares learners for the Geography units they will be studying in Year One.

Inclusion

All children access the full Geography Curriculum. We scaffold where required using resources, adaptations and adult support to ensure all learners make progress. Each lesson in the Kapow Primary scheme of work provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available if needed.

IMPACT

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. We are constantly monitoring the impact of our Geography curriculum and the knowledge acquired by pupils through both formative and summative assessment opportunities.

The expected impact of following the Kapow Primary 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 '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.

Assessment

Assessment allows teachers to make live judgements about children's learning. Based on comprehensive knowledge and skills framework, teachers assess, monitor, track and report Geography. 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. All summative teacher assessments are saved termly on our Insight Assessment tracking system. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

