



Callow End CE Primary School Curriculum

'Building a foundation for love and learning.'

Geography Curriculum Statement

Intent

At Callow End we build a foundation for love and learning by providing a welcoming, safe, supportive environment and have high aspirations for **all** our pupils. As part of this vision we aim to ensure that our pupils receive the best possible education, through a geography curriculum which is rich, broad and balanced and includes a wide variety of learning opportunities. Through our teaching of geography, we inspire our pupils to develop a greater understanding and knowledge of the world, as well as their place in it

Through our carefully planned, progressive scheme of work our pupils will develop a complex knowledge of local and national geography and the geography of the wider world, recognising how things have changed over time. Topics have been informed by the National Curriculum and chosen to broaden our pupils' knowledge of the wider world, learning about people, places, landforms and cultures that are outside their usual experience.

Our geography curriculum supports pupils in investigation, developing an understanding of concepts, knowledge and skills. We want our pupils to have a curiosity and fascination about the world and its people and to raise their awareness of the world around them and the issues it faces. There is also an emphasis on geographical vocabulary which progresses through the year groups. We want our pupils to develop curiosity, empathy and understanding, both in the classroom and through fieldwork and educational visits,

Implementation

In order to ensure full coverage and progression over time, our curriculum is based on the Kapow Primary Curriculum, with units chosen and adapted to meet the needs of our pupils, our school vision and our mixed age classes. The curriculum is planned on a two-year cycle to ensure full coverage.

The National curriculum organises the Geography attainment targets under four 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.

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. Kapow Primary 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 in order to enable staff to deliver lessons of a high standard that ensure pupil progression

The teaching of geography is monitored by the subject leader through lesson observations, work scrutiny, staff feedback and pupil voice. The subject leader supports staff to ensure high quality first teaching of geography.

Impact

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of 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.

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 end of key stage expectations outlined in the National



curriculum for Geography.

After the implementation of our geography curriculum, our pupils should leave Callow End 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. We aim for our pupils to understand career opportunities linked to geography and to have built a love of learning for the subject.