



Geography at Lower Heath CE Primary School

Intent	
<p>Our geography philosophy is...</p>	<p>Lower Heath’s Geography curriculum 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.</p> <p>Through our curriculum, 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.</p> <p>Our geography curriculum encourages:</p> <ul style="list-style-type: none"> • 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. <p>Our Geography curriculum 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.</p> <p>We take every opportunity to enhance the cultural capital of our learners, encouraging them to become global citizens, showing <u>love</u> and <u>respect</u> towards the environment, and valuing diversity.</p>
Implementation	
<p>The curriculum for this subject area is designed using...</p>	<p>The National curriculum organises the Geography attainment targets under four subheadings or strands:</p> <ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork <p>Our geography scheme of work (Kapow Primary’s 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.</p> <p>The National curriculum mapping document shows which of the units cover each of the National curriculum attainment targets as well as each of the four strands.</p> <p>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</p>

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.

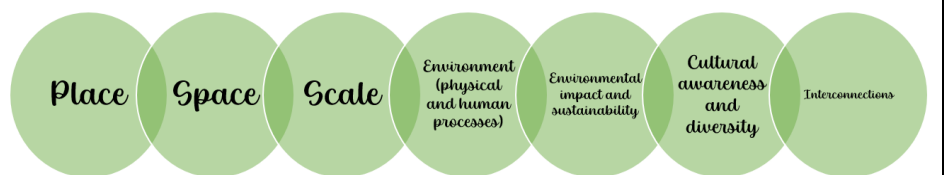
Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying 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.

Alongside using The National Curriculum Programmes of Study, we have considered the interests of our children and our location within the United Kingdom when developing our 2-year planning cycle. Our youngest children focus on their immediate and local environment, with pupils extending their understanding and geographical knowledge of the UK, Europe and other continents as they progress through school.

We also believe that the following concepts are essential to a pupil's geographical education, and so these are threaded through and drive our planning:



	Geography is taught explicitly for half of each term.
Curriculum coverage in this area is progressive. We ensure this by...	We use our school-specific Geography Progression Framework to ensure that each area of learning is progressive from EYFS to Year 6.
If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...	The Geography Progression Framework outlines the content to be built upon by each year group. This enables learning to be progressive and ensures that children consistently learn new skills appropriate to their ability and potential.
This subject links with the rest of our curriculum by...	Where possible, we try to link the termly geography focus with other areas of the curriculum, such as art, DT and history. This can be more clearly identified within our 2-year planning cycle and termly overviews/planners. For each focus, we consider writing opportunities, making links with the mastery and feature keys being studied in English sessions. Within each theme, we map out <i>'launch, explore, energise and celebrate'</i> opportunities. These sessions draw upon a variety of skills, subject areas and links with the local community.
Different year groups, and different abilities within a class, are catered for by...	Through success criteria, learning objectives are differentiated to meet the needs of all learners, and to meet the needs of children in a mixed-age class. By following the Geography Progression Framework, it is possible to ensure that different abilities and age groups are catered for. This may be by levels of support, choice of equipment available or by individual choice of project to be completed within the unit to be covered.
Trips, visits and the local community support this subject by...	As referenced, all topics now incorporate <i>'launch, explore, energise and celebrate'</i> opportunities. As part of the <i>'launch'</i> , all children are immersed into the topic through use of engaging stimulus and materials. Through <i>'explore'</i> and <i>'energise'</i> , children are expected to participate in an educational visit or workshop, and undertake research linked to a specific focus. A unit finishes with the <i>'celebrate'</i> aspect, which allows pupils to share and present their achievements from the unit with members of the school community (this might be peers, other classes, parents/carers...)
The subject is assessed by...	Recall tasks form an essential part of each lesson, with children being given regular opportunities to revisit and share prior learning. Assessment takes place through teacher assessment, and children are closely measured against the outcomes expected from each unit. Each unit has a tight assessment focus against which achievement of learning objectives are measured.
The subject is monitored through...	Scheduled geography monitoring sessions; with feedback being used to further improve practice. These sessions involve book scrutinies, learning walks and pupil/staff voice.
Staff development in this subject includes...	Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of Kapow lessons includes multiple teacher videos to develop subject knowledge and support CPD. Kapow Primary 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. In addition, the subject leader is given an opportunity to attend external CPD and link with other subject leaders across MMAT. They are also given class release time to develop their subject area and support other teaching staff.
Impact	
In geography books, you will see...	Each child records geography work in a separate geography book. However, for younger children (and at times, for older children), the learning which takes place in geography may be very practical and fieldwork based. Where work is documented in a book, there will be a clear learning objective linked to the progression documents, and children will be given success criteria which will help them to meet their objective.

What is the impact of our geography curriculum?

Children finish their journey at Lower Heath with the geographical skills and knowledge needed to support them in Key Stage 3, and for life as an adult in the wider world. In particular, they understand how geography 'happens' in their local area and have a good understanding of the world around them.