

Great Orton Primary School



Geography Policy

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Intent

Great Orton'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.

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.

Great Orton's 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 National curriculum organises the Geography attainment targets under four subheadings or strands:

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

Great Orton's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Kapow's **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.

Kapow's **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 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.

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.

Kapow 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. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Curriculum Planning

EYFS and Key Stage One Long Term Plan for Geography			
Term	Autumn 2	Spring 2	Summer 2
Subject	Geography	Geography	Geography
1st Year 2023 - 2024	Cycle A What is it like here?	Cycle A What is the weather like in the UK?	Cycle A What can you see at the coast?
2nd Year 2024 - 2025	Cycle B Where am I?	Cycle B Would you prefer to live in a hot or a cold place?	Cycle B What is it like to live in Shanghai?

Lower Key Stage Two Long Term Plan for Geography			
Term	Autumn 2	Spring 2	Summer 2
Subject	Geography	Geography	Geography
1st Year 2023 - 2024	Cycle B Who lives in Antarctica?	Cycle B Are all settlements the same?	Cycle B What are rivers and how are they used?
2nd Year 2024 - 2025	Cycle A Why do people live near volcanoes?	Cycle A Why are rainforests important to us?	Cycle A Where does our food come from?

Upper Key Stage Two Long Term Plan for Geography			
Term	Autumn 2	Spring 2	Summer 2
Subject	Geography	Geography	Geography
1st Year 2023 - 2024	Cycle A What is life like in the Alps?	Cycle A Would you like to live in the desert?	Cycle B Can I carry out an independent fieldwork enquiry?
2nd Year 2024 - 2025	Cycle A Where does our energy come from?	Cycle B Why does population change?	Cycle B Why do oceans matter?

Geography for EYFS

Great Orton will use the Reception Units from Kapow interspersed with other Geography topics through the academic year relevant to the unit being taught. These Geography Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for Geography offering a unified approach to teaching Geography in EYFS. This will allow the children to develop the relevant skills which they will then build on in Key Stage One.

Teaching Geography to those with Special Educational Needs (SEN).

The needs of individuals will be taken into account throughout the curriculum at Great Orton. Resources will be adapted where necessary/possible and children will have access to a variety of tasks to ensure that they can access learning along with their peers.

Assessment and recording

At the end of each unit children will take a quiz to assess the knowledge gained throughout that unit. Teacher's will track children's progress using the assessment grids within school that match the national curriculum expectations and those from the Kapow curriculum.

Monitoring and Reviewing

The curriculum will be monitored by the geography leader in the form of book looks, lesson drop ins, and unit reviews with staff. The curriculum is set up as part of a three- and four-year rolling programme and will be reviewed holistically at the end of this programme to look for the impact it has had upon the children's development of knowledge and skills.

Impact

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.

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 physical.

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.