



## GEOGRAPHY

### INTENT, IMPLEMENTATION AND IMPACT STATEMENT

THIS DOCUMENT OUTLINES: THE INTENT AND RATIONALE BEHIND OUR GEOGRAPHY CURRICULUM, HOW WE DELIVER IT AND HOW WE MEASURE PUPIL PROGRESS.



#### Intent

Using Kapow Primary's Geography scheme of work Stonegate School 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 the school's mixed aged classes and by using Kapow Primary 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 Geography Curriculum 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 concepts, terms and vocabulary.

Stonegate School'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.

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.

### Implementation

The implementation of the curriculum relates to how the learning is delivered across our school. This takes the intent of the learning and translates it into a progressive and effective curriculum.

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**

Working with Kapow Primary's Geography scheme, Stonegate School 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 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 document also reflects which Development matters statements and Early learning goals are met in each activity within the EYFS units.

The Kapow Primary scheme enables the Stonegate curriculum to be a spiral one, 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.

The two EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics.

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 all units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer these questions. Questions are open-ended with no preconceived answers and therefore they are genuinely purposeful and engage our 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.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. An enquiry cycle is used to map 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. Children gain a thorough understanding of their locality and can compare 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.

Each lesson taken from Kapow, 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 required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

## Impact

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

The impact of our school's curriculum, using 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.

At the end of a geography topic / unit, depth (Kapow Learning Statements) and breadth (National Curriculum End Points) are assessed using analyse tasks and pupil conferencing.

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 are committed 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.

## Impact Statements

The expected impact of our curriculum from 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, map symbols and keys, globes, atlases and aerial photographs.
- 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.