

## Intent, Implementation and Impact of Geography

### Intent

At Eastfield Primary School, Geography is taught via four key areas: place knowledge, locational knowledge, human and physical geography, and geographical skills and fieldwork 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 using a scheme of work from Kapow, we aim to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. As Geography is both a practical and a theoretical subject, we therefore aim to equip our learners with skills that are transferable both in the classroom and outside of it.

Our curriculum tackles local issues as well as global, in order to raise our children's awareness of any environmental issues in their local area as well as the wider world. The curriculum also ensures the development of fieldwork skills across each year group and a deep interest and knowledge of the locality and how it differs from other areas of the world.

On top of our in-school curriculum, children have the opportunity to participate in two overnight residential visits: the first in Year 2, where the children stay at a local forest school setting for two nights; the second in Year 6, where the children can also spend 4 nights away from home at a location in Liddington, which is substantially further away.

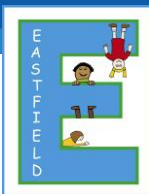
### Implementation

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

These geography attainment targets are then broken down and taught using Kapow Primary's Geography scheme which has a clear progression of skills and knowledge across each year group within units of work.

The units of work are:



Geography 2023/2024 – Kapow

|  | <u>Autumn Term</u>   | <u>Spring Term</u>   | <u>Summer Term</u>   |
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| <p><u>Reception</u></p> <p>Understanding the world</p> | <p>Helping Hands</p> <p>Eastfield Blocks</p> <p>Say what they enjoyed in Nursery and what they are looking forward to in Reception</p> <p>Discuss how jobs have changed and roles and responsibilities people have now – linked to people who help us topic</p> <p>Technology – why things happen and how they work</p> <p>Talk about significant events in their own experience</p> <p>Say how they are unique</p> <p>Talk about similarities and differences in relation to friends or family.</p> | <p>Once Upon a Time</p> <p>The Land Before Time</p> <p>Awareness of life cycles and changes over time</p> <p>Recognise they belong to different communities and social groups</p> <p>Identify different relationships and express feelings about the relationships</p> <p>Recognise other children do not always enjoy the same things</p> <p>Look at similarities, differences, patterns and change in nature</p> <p>Talk about their own environment</p> | <p>In our Back Garden</p> <p>What a Wonderful World!</p> <p>Talk about lives of the people around them and their roles in society</p> <p>Explain some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them, making observations and drawing pictures of animals &amp; plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p> <p>Understand changes in the natural world around them, including the seasons and changing states of matter.</p> |



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|               | <p>Comment on the place where they live or the natural world</p> <p>Show care and concern for living things and the environment.</p>   | <p>Make observations of animals &amp; plants.</p>  |  |
| <u>Year 1</u> | <p><b>Home Sweet Home</b></p> <p>What is it like here?<br/>Physical and human features in the local area.</p>  | <p><b>Out of this world</b></p> <p>What is the weather like in the UK?<br/>Looking at maps to find countries of the UK, continents and capital cities.<br/>Looking at weather changes linked to seasons.</p> | <p><b>Land Ahoy!</b></p> <p>What is it like to live by the coast?<br/>Seas and oceans of the UK, features of a coast and how we can use the coast.</p>                       |
| <u>Year 2</u> | <p><b>Travelling Around</b></p> <p>Would you prefer to live in a hot or cold place?<br/>Looking at continents, cold places and the equator.<br/>Discussing which we prefer and weather conditions.</p> | <p><b>London's Burning</b></p> <p>What is it like to live in Shanghai? Finding China on a map, the physical and human features and how it compares to the UK.</p>  | <p><b>Wonder Women</b></p> <p>Why is our world wonderful?<br/>Amazing features and landmarks in the UK.</p>  |
| <u>Year 3</u> | <p><b>Meet the Flintstones</b></p> <p>Cold Places/Cold Environments<br/>Who lives in Antarctica?<br/>Learning about how latitude and longitude link to climate and the physical and</p>                | <p><b>Building an Empire</b></p> <p>Are all settlements the same? Link to Romans theme.<br/>Exploring different types of settlements, land use, and the difference between</p>                               | <p><b>Street Detectives</b></p> <p>Why do people live near volcanoes?<br/>Children learn that the Earth is constructed in layers, and the crust is divided into tectonic</p> |

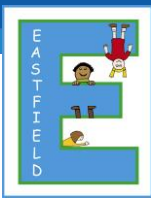


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|                      | <p>human features of polar regions with links to the explorer, Shackleton.</p>   | <p>urban and rural. Children describe the different human and physical features in their local area and make comparisons with New Delhi.</p>  | <p>plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p>   |
| <p><u>Year 4</u></p> | <p><b>Tomb Raiders</b></p> <p>What are rivers and how are they used?</p> <p>Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.</p> <p>Focus on the River Nile and its impact on people and environment.</p> | <p><b>Let the Battle Commence!</b></p> <p>Why are rainforests important to us?</p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p> | <p><b>A Large and Dirty Town</b></p> <p>Where does our food come from?</p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p> |



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| <p><u>Year 5</u></p> | <p><b>Greece Lightning</b></p> <p>What is life like in the Alps?</p> <p>Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.</p> | <p><b>Conquering Castles</b></p> <p>Why do oceans matter?</p> <p>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p>  | <p><b>Black by day and red by night</b></p> <p>Would you like to live in the desert?</p> <p>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p> |
| <p><u>Year 6</u></p> | <p><b>Mexican Hats</b></p> <p>Where does our energy come from?</p> <p>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p>  | <p><b>Nautical Know How</b></p> <p>Why does population change?</p> <p>Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p> | <p><b>The War at Home</b></p> <p>An independent fieldwork enquiry – carrying one out independently.</p> <p>Observing, measuring, recording and presenting their own fieldwork study of the local area.</p>                      |

The Kapow Geography scheme is regularly timetabled by teachers as either weekly lessons or blocked together. The scheme is taught as 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 and trips and visits are included throughout



each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Open-ended enquiry questions form the basis of each unit, meaning that pupils are engaged 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.

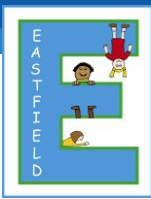
Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available 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.

Within school there are a range of resources available to allow staff to implement the scheme of work, including maps, atlases and globes.

## **Impact**

Teachers assess against the National curriculum expectations for Geography using both formative and summative assessment opportunities using DC Pro, our online assessment tool. Each lesson provides teachers with the opportunity to assess pupils against the learning



objectives and provide evidence in books or the class learning journal. 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.

Pupils should leave Eastfield Primary 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. Include a paragraph that explains your assessment models (AfL), tracking and evidencing progress processes in Geography.
- ✓ 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.