

Eastfield Primary School KAPOW Geography

Intent, Implementation and Impact Document

Intent

Kapow Primary'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 geographers. The intention is for pupils to develop the confidence to question and observe places, measure and record necessary data in a variety of ways and analyse and present their findings.

The scheme aims to build an awareness of how Geography shapes lives at multiple scales and over time. The hope is to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

The scheme supports teachers in developing their subject knowledge and skills, enabling the delivery of engaging, well-informed lessons with confidence. The curriculum is designed to be both accessible and ambitious, ensuring all learners' full participation and potential achievement.

National curriculum

Our standard, mixed-age and condensed schemes of work fulfil the statutory requirements for Geography outlined in the National curriculum (2014).

The four strands

The National curriculum organises the attainment targets for Geography under:

Locational knowledge.

Place knowledge.

Human and physical geography.

Geographical skills and fieldwork.

Kapow Primary's Geography curriculum has been planned with these strands running through each unit, ensuring balanced coverage of the different areas of Geography and both substantive and disciplinary knowledge.

Curriculum aims

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Place knowledge.

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Geographical skills and fieldwork.

EYFS and Key stage 1

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of scale and place by first learning about their everyday surroundings, then by looking at a national level and finally by studying global contexts which are likely to be new to them.

Key stage 2

The National curriculum states that pupils should 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge', and so our units across Key stage 2 are sequenced to allow pupils to build on their understanding of geographical concepts and themes, such as settlement, trade, climate change and natural resources, and fieldwork skills.

As guided by the National curriculum, we have also structured our units to reflect a regional approach, for example, the Amazonian region, a volcanic region in Southern

Italy, the Alps, the Great Barrier Reef and a desert region. Case studies have been chosen not only to reflect the National curriculum guidance but also to ensure children have experience learning about a location in each continent by the end of primary school.

Implementation

Timetabling

Kapow Primary's Geography scheme is designed to be taught for one hour per week, alternating with History every half-term. This approach is based on market research, which showed that most schools structure their curriculum this way. Teachers are given the freedom to choose whether they start with Geography or History.

Unit Structure

The enquiry cycle

It is important that pupils begin to 'think like geographers' by considering the ways that geographers question and explain the world.

Accordingly, the Kapow Primary Geography scheme uses an enquiry cycle to support planning fieldwork. This encourages pupils to ask geographical questions and learn how geographers reach their answers through enquiry.

Lesson Structure

Recap and recall

Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

Attention grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson.

This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main event

The core part of the lesson, where children engage in activities that develop their understanding of the learning objective.

This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up

A final reflective activity that consolidates learning.

This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

Assessment during the lesson

Formative assessment is embedded throughout Kapow Primary Geography lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

Questioning — lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.

Observation — teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.

Discussion and peer interaction — pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.

Lesson pauses — plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.

Retrieval practice — recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.

Use of success criteria — success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.

Short reflections in the Wrapping up — lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Impact

Assessment

Formative: Kapow Primary Geography lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative: Each unit provides an Assessment quiz and Knowledge catcher, which allow teachers to measure pupils' understanding at key points. These tools help gauge how well pupils have retained key knowledge and skills over time.

Evidencing Progress

Written outcomes: Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.

Pupil voice: Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.

Teacher Confidence

Kapow Primary's Geography scheme is designed to boost teacher confidence and support whole-school improvement by providing high-quality, accessible resources that empower teachers to deliver engaging and effective lessons.

The scheme supports teacher confidence using:

Clear lesson plans and subject knowledge support — step-by-step guidance ensures teachers feel well-prepared, even if they are not subject specialists.

CPD videos — short, expert-led training videos help subject leaders develop their expertise and support their colleagues.

Adaptive teaching strategies — practical suggestions for differentiation ensure that teachers can confidently meet the needs of all learners.