

St Vincent de Paul

Geography Curriculum



Curriculum Intent:

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Our aim at St Vincent De Paul Primary School is to inspire children's curiosity, interest and appreciation for the world that we live in. We intend to equip children with the geographical knowledge to develop their skills through studies of places, people and natural and human environments. As geographers, pupils are exposed to a rich and balanced curriculum that provides them with essential component knowledge and new vocabulary. As pupils progress through the school, they will develop an insight into the links between physical and human processes and how landscapes and environments have changed and continue to change over time. We aim to teach high quality Geography lessons which allow pupils to develop the study of people and places and the interaction between them. By creating a curiosity about people and places we are preparing them for life in a diverse community thus encouraging respect for the environment.

Early Years

Geography in the Early Years involves guiding pupils to explore, observe and find out about people, places, technology and the environment. It is closely linked with the specific area of learning Understanding the World. This area of learning supports the children to make sense of their expanding world and their place within it through nurturing their wonderment, curiosity and exploratory drive.

KS1 and KS2

At St Vincent De Paul Primary School we have chosen to follow Kapow's Primary Geography scheme of work for our KS1 and KS2 children. This aims to inspire pupils to become those 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.

Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets 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.

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. Our 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.

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 opportunities

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

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. 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.

Early Years

Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonderment, curiosity, agency and exploratory drive. This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem-solving and shared decision making'. (Birth to Five Matters)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them'. (Development Matters)

In Early Years Geography is taught through a variety of different ways and experiences these include,

- Posing why questions.
- Showing an interest in places locally and that they have been to and talking about these.
- Sharing knowledge linked to Geographical interests.
- Talking about where they live using simple geographical language.
- Following instructions which include positional language.
- Drawing simple maps based on real and imaginary places.
- Talking about how we can look after our planet.
- Talking about differences and similarities between themselves and the lives of others.
- Regularly exploring the local area with interested adults who scaffold their learning. (Please see EYFS long term plan)

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.