ST MARY'S, WELHAM GREEN

GEOGRAPHY

"Inspiring all children to understand the world around them."

Intent

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“Inspiring all children to understand the world around them.”

Through the use of the Kapow scheme, our Geography intent is, “Inspiring all children to understand the world around them.” We inspire young geographers to flourish and give them the skills, knowledge and learning experiences that promote an enthusiasm for and enjoyment of Geography into the future. The curriculum is our model of progression. Knowledge increases in complexity from EYFS through to the end of Key Stage 2 in a carefully structured sequence. The curriculum empowers the children of St Mary’s to see the world, explore our identity and relationships and consider how we look after our planet and its people.

The curriculum is in line with the National Curriculum and the following four strands run through every unit:
1. Locational knowledge – allowing pupils to develop their sense of place and identity, an appreciation of distance and scale, as well as learning about the orientation of the world.
2. Place knowledge – allowing pupils to build on their locational knowledge and attach meaning to a place.
3. Human and Physical Geography – allowing pupils to understand the difference between human and physical processes, helping them describe and explain different types of environment.
4. Geographical skills and fieldwork – allowing children to interpret maps, globes and atlases to support their sense of place. Through fieldwork they will be able to observe the world around them and connect their understanding to the learning that has taken place in lessons.

These four strands are interlinked and appear in all the Geography units.

There are three types of knowledge that will be gained through the Geography curriculum:
Substantive knowledge – which is the content that the children will learn in lessons: the recognised knowledge of the world and how people are affected by it.
Disciplinary knowledge – which is the knowledge that the children gain of the subject as a discipline and considers how geographical knowledge originates through geographical practice.
Procedural knowledge – which is the knowledge gained about how to collect, analyse and communicate data and geographical information, gained from a range of sources.

Implementation

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At St Mary's, Geography is taught once a week in the second half of each term throughout the year.

The Kapow scheme has a clear progression of skills and knowledge through the four strands across each year group. The progression of skills and knowledge are designed so that the skills taught within each year group develop to ensure that attainment targets are securely met by the end of each Key Stage. Key geographical concepts are woven across all the units rather than being taught discretely.

The scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity through the years, allowing pupils to revise and build on their previous learning.

The two EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully into learning in Key Stage 1 Geography. In EYFS, the curriculum is designed to also work 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 the units, allowing children to make connections and apply geographical skills in other areas of learning. The enquiry questions form the basis for the Key Stage 1 and 2 units, allowing pupils to gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. Questions are designed to be open-ended, and they are genuinely purposeful and engage pupils in generating a real change. In answering 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. The 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.

Impact

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 **skill catcher and knowledge assessment quiz** which can be used at the end of the unit to provide a summative assessment.
After the implementation of Kapow Primary Geography, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. It is the aim of this curriculum that children should become 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 aspects of Geography.

Through the use of this scheme, we expect that pupils will 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.

The expected impact of following the Kapow 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.

Lesson Non-Negotiables

GEOGRAPHY

1. Purple exercise book with a name label on the front.

2. Inside cover: stick in the St Mary's Geography Enquiry Cycle *[Teacher > Geography > KS1 / KS2 enquiry cycle]*

3. Lesson 1: stick in the Knowledge Organiser for the unit you are completing *[Teacher > Geography > Knowledge Organisers]*

4. Each lesson should have the long date and a history lesson label with the Kapow! lesson question. *[Teacher > Geography >NEW question label template]*

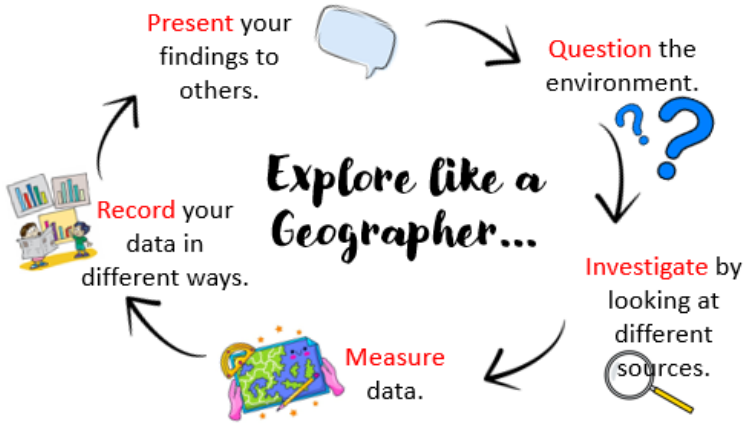
5. Assessment: at the end of each unit, children are to complete the **'Knowledge Catcher'** assessment. This will be stuck in their books to assess how well they can recall what they have learnt.

6. At the end of **each lesson**, teachers *must* refer to the enquiry cycle and discuss with children how they have been a geographer today (asked questions? Looked at information? Shared ideas?).

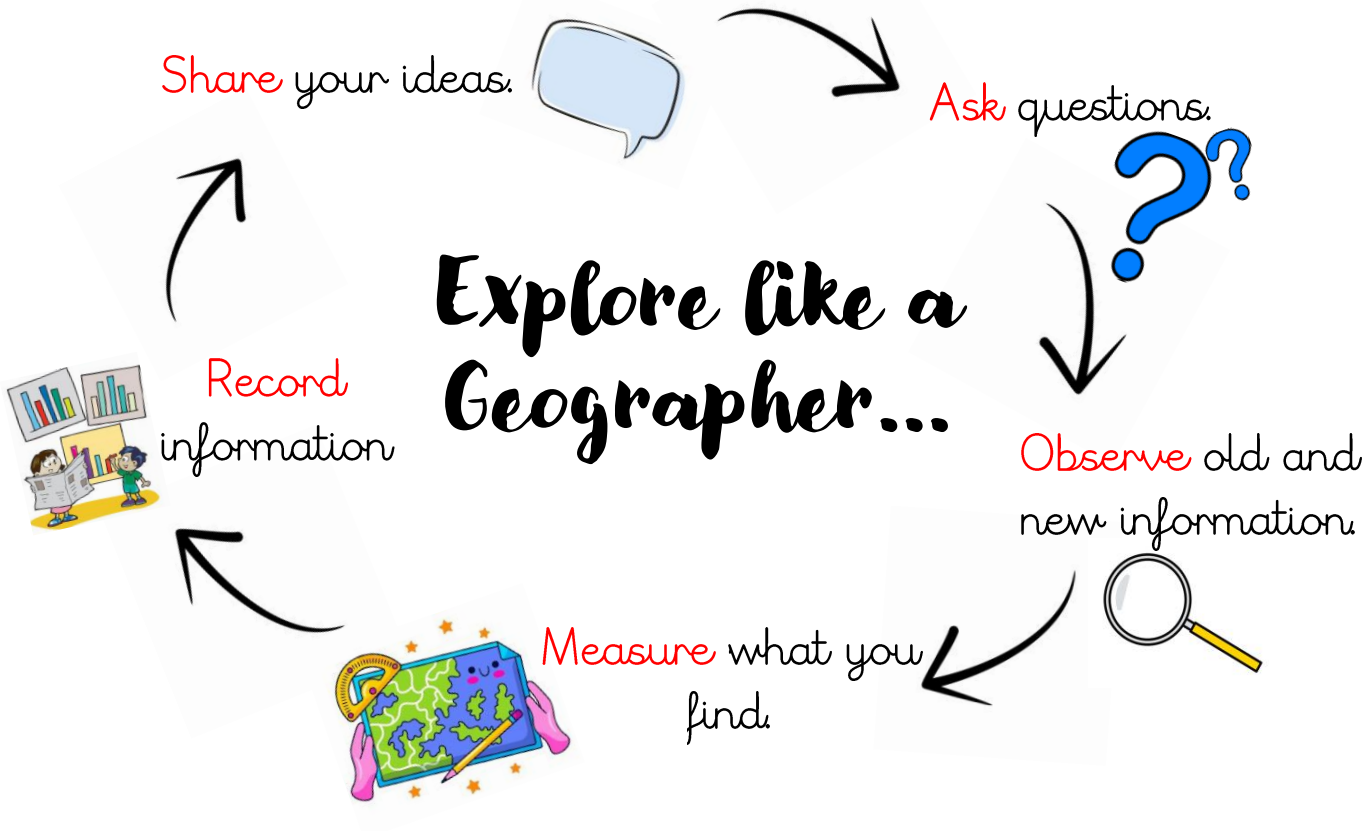
7. There must be the use of a map or globe and identification of places in lessons where it is an appropriate resource.

In every unit -
- There must be at least one piece of fieldwork

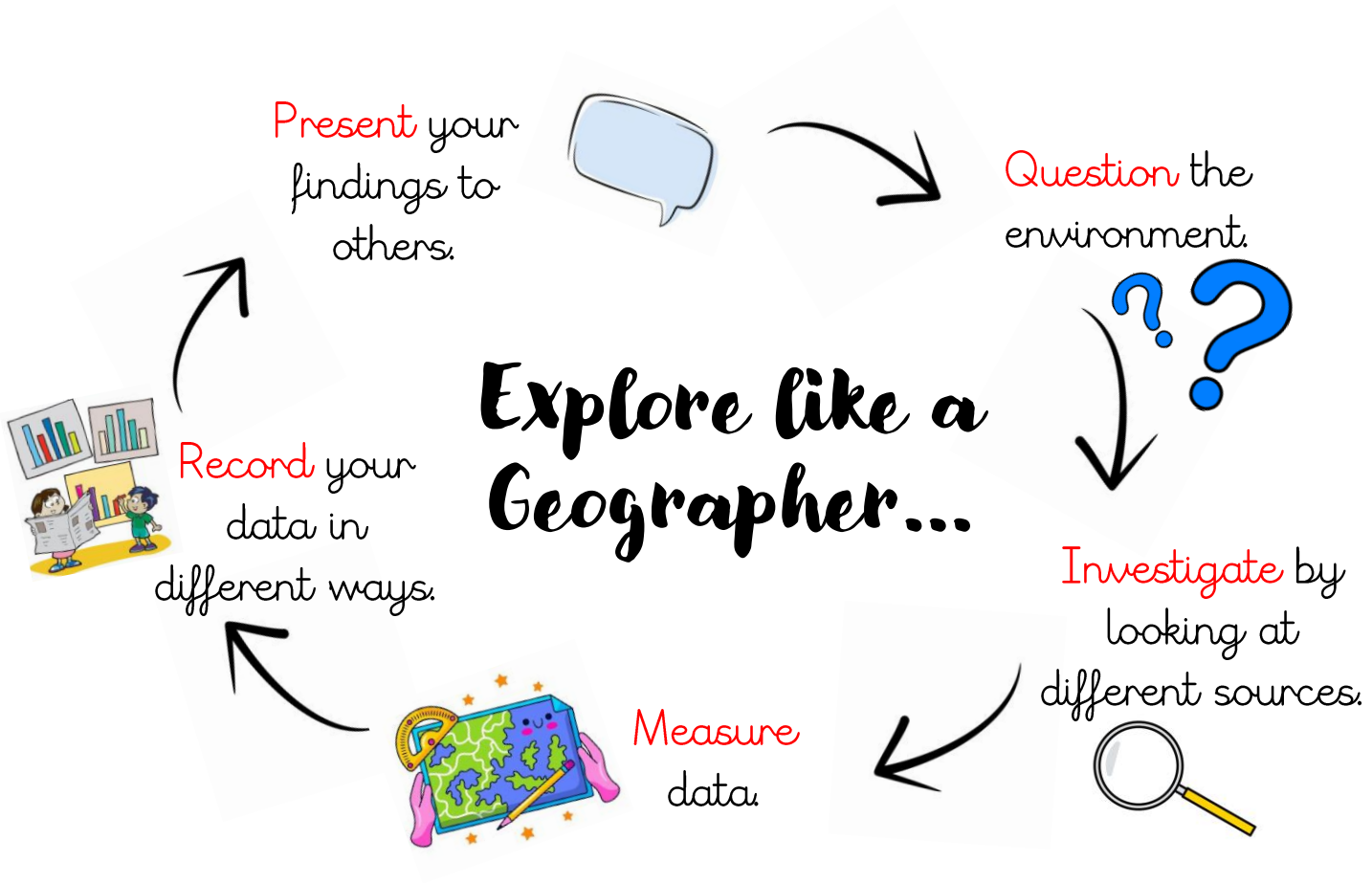
*Note: worksheets are only to be used when necessary. Use Kapow! adapted resources for SEND learners to ensure work is suitable.



KS1 Enquiry Wheel



KS2 Enquiry Wheel



Curriculum Overview

GEOGRAPHY

	Autumn	Spring	Summer
Reception	EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further Geography learning.		
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Year 3	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Year 4	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used? *2025/26 – Volcanoes and earthquakes
Year 5	What is life like in the Alps? *2025/26 – Rainforests	Why do oceans matter?	Would you like to live in the desert?
Year 6	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

Supporting the EYFS Statutory Framework

GEOGRAPHY

The Geography Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Primary Key Stage 1 and 2 curriculum for Geography offering a unified approach to teaching Geography in Reception.

Clear progression between Reception and Key Stage 1 content can be seen by looking at the Kapow progression of knowledge and skills document, where component knowledge and skills are outlined across the strands. The Reception Geography 'units' are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to include local Geography or to fit in with their chosen themes or topics. The activities are designed to build pupils' familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. Children begin to use simple directional language to prepare for the locational knowledge to come in Key Stages 1 and 2.

EYFS Overview

GEOGRAPHY

Understanding the world									
	Subject	**Year one progression link**	**Autumn one**	**Autumn two**	**Spring one**	**Spring two**	**Summer one**	**Summer two**	**ELG**
People, Culture and Communities	**Geography**	Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country.	**People, culture and communities-** I can discuss people who help us in our communities.	**People, culture and communities-** I know about people who help us within the local community.	**People, culture and communities-** I can explore and talk about the world around me using what I know from stories/non-fiction books.		**People, culture and communities** I can look at the world map and explaining similarities and differences between life in this country and life in other countries.	**People, culture and communities** I can recognise some environments that are different to the one in which I live.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.

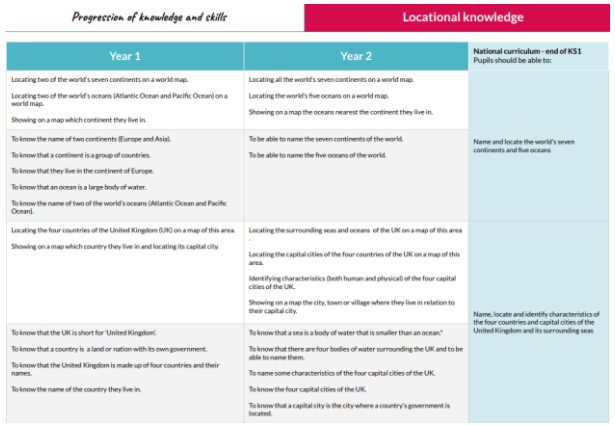
EYFS Overview

GEOGRAPHY

The Natural World	**Geography**	Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country.	**Seasonal Weather** I can talk about Autumn. I know what the signs of Autumn are and how is it different to Spring, Summer and Winter. .	**Seasonal Weather** I can talk about Autumn. I know what the signs of Autumn are and how is it different to Spring, Summer and Winter. **Fieldwork** I can go on a nature welly walk to the woods to explore Autumn and the environment.	**Seasonal Weather** I can talk about Spring. I know the signs of Spring and how it is different to Autumn, Summer and Winter.	**Seasonal Weather** I can talk about Spring. I know the signs of Spring and how it is different to Autumn, Summer and Winter. I can describe changes in the immediate environment and wider world in detail, based on what I have seen, heard and read in texts.	**Seasonal Weather** I can talk about Summer. I know the signs of Summer and how it is different to Autumn, Spring and Winter.	**Seasonal Weather** I can talk about Summer. I know the signs of Summer and how it is different to Autumn, Spring and Winter	
Key Vocabulary	Mapping, maps, countries, oceans, the world, communities, weather, seasons, environments, towns, villages, houses, road, photograph, journey, find, direction, above, building, feature, lake, park, route, treasure, search, river, identify, field and car park								

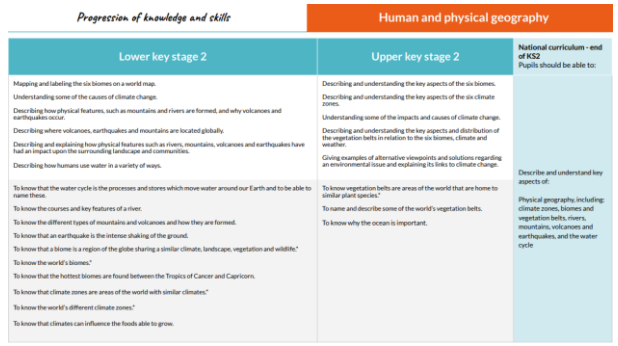
Progression of Skills

- A progression of skills document is used from Kapow! These give an indication of how each discipline meets the National Curriculum objectives while allowing each year group to see prior knowledge and understanding and their expected next steps. As only three units are taught a year the progression of skills in KS2 is split into lower and upper expectations.



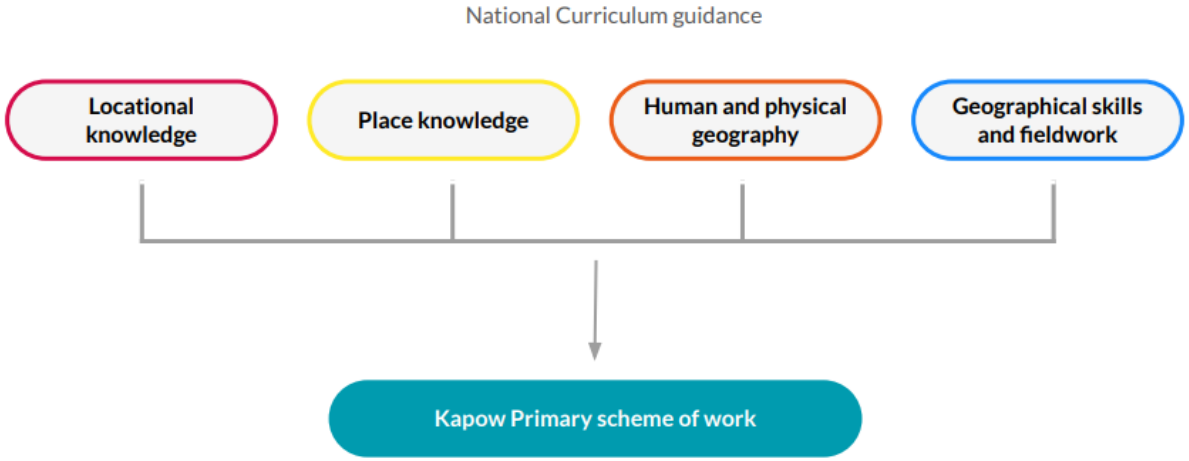
Progression of knowledge and skills — Locational knowledge

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in.	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in.	
To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).	To be able to name the seven continents of the world. To be able to name the five oceans of the world.	Name and locate the world's seven continents and five oceans
Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.	Locating the surrounding seas and oceans of the UK on a map of this area Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in.	To know that a sea is a body of water that is smaller than an ocean.* To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.	



Progression of knowledge and skills — Human and physical geography

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
Mapping and labeling the six biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow.	To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts. To know why the ocean is important.	



Assessment

Formative assessment

Every lesson begins with the ‘Recap and recall’ section which is intended to allow pupils to have retrieval practice of key knowledge that is relevant to the lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on. Each lesson contains the ‘Assessing progress and understanding’ section which allows teachers to identify those pupils who are secure in their learning.

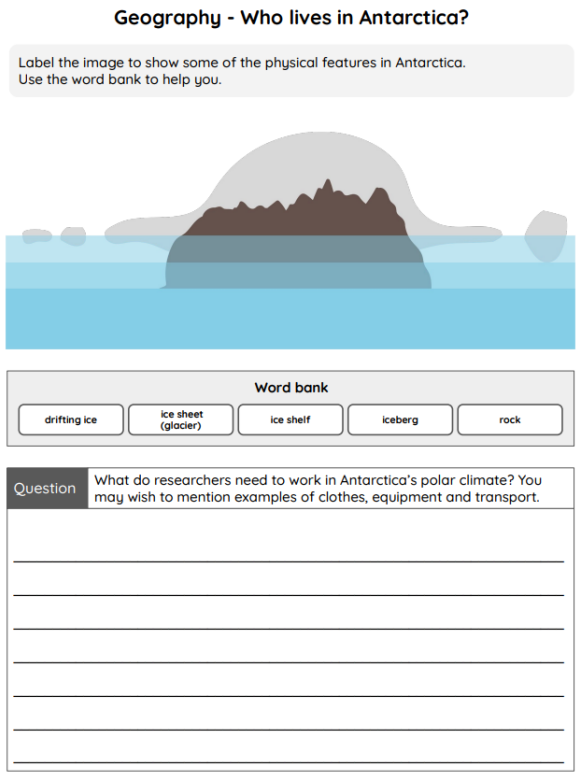
Brain dump

Write down everything you learnt about Innsbruck last lesson.

Assessment

Summative assessment

Each unit of work assesses pupils' understanding and retention of key knowledge using a one open-ended question. In addition, each unit uses knowledge catcher. This is used at the end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered. Teachers keep all forms of assessment within the child's geography book, this information is then recorded through yearly reports.



Geography - Who lives in Antarctica?

Label the image to show some of the physical features in Antarctica.
Use the word bank to help you.

Word bank

drifting ice | ice sheet (glacier) | ice shelf | iceberg | rock

Question: What do researchers need to work in Antarctica's polar climate? You may wish to mention examples of clothes, equipment and transport.

Barriers To and Solutions for Engagement, Progress and Achievement

GEOGRAPHY

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important	• Difficulty in reading maps • Difficulty in reading grid references • Reading compasses • Staff expertise	• Difficulty in recording in writing and diagrams • Cutting out and sticking in	• Difficulty recalling instructions • Difficulty recalling prior learning (long and short term)	• Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect	• Waiting + frustration • Fairness • Organisation of resources • Maintaining attention	• Difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval	• Motivation • Participation • Team/partner work • Sharing materials and "air-time"
Solutions Identified by subject co-ordinator	• Pictorial representations • Video • Vocab lists and explanations • Position within the class	• Enlarged resources • Graphic organisers • Technology • Printing onto coloured paper • Training for staff	• Graphic organisers • Alternative ways of recording • Simplification of diagrams	• Graphic organisers • Dual coding • Pre and reteaching	• Visual representation • Graphic organisers	• Graphic organisers • Step by step instructions • Dual coding	• Graphic organisers • Dual coding • Word banks • Alternative methods of recording	• Clear end points • Clear expectations • Modelling and explanations clarity

- **Clarity of instruction, explanations and modelling are crucial**
- **Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn. Use the teacher guides to see the essential disciplinary and substantive knowledge that all children need.**
- **For many pupils with SEND, it is the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons.**
- **Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating – careful task creation is essential**

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