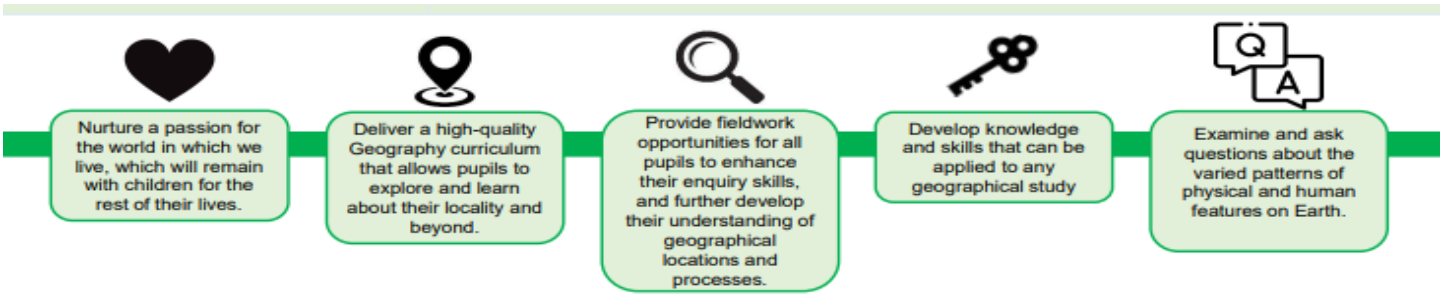
Geography

‘The Lovelace Way’

Curriculum Intent, Implementation and Impact Document

Intent

Our aim at Lovelace is to provide a high-quality geography education which will inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world: to think like geographers.



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. We want our pupils to build an awareness of how Geography will shape their lives at multiple scales and over time. We want to encourage pupils to become resourceful, active and responsible citizens who will have the knowledge and skills to contribute to and improve the world around them. To achieve these aims we use Kapow Primary's Geography scheme of work.

Through Kapow resources, children are encouraged to have:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- experience of a systematic development of fieldwork skills across each year group.
- A deep interest and knowledge of their locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.

Kapow Primary's Geography scheme of work offers a spiral curriculum which builds on previous knowledge and skills each year. This enables pupils to meet the end of key stage attainment targets 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 and Key Stage 2.

Implementation

At Lovelace, Geography is taught as a discrete subject, with children being made aware they are working and thinking as Geographers. Teachers are encouraged to teach Geography in large blocks (2-3 hours a week over 2-3 weeks) to enable the children to really focus on a topic and immerse themselves in it. To accommodate the timetabling of this either History or Geography is taught each half term.

Kapow Primary Geography scheme has a clear progression of skills and knowledge within the four National Curriculum strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

The Kapow Primary's spiral curriculum revisits essential knowledge and skills with increasing complexity, allowing pupils to revise and build on their previous learning as they progress through the school. 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 Progression of skills and knowledge ensures that skills are taught within each year group and are developed to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all Teaching Units rather than being taught discretely.

Teaching Units

Each Teaching Unit contains six lessons. Each lesson 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:

- question
- observe
- measure
- record
- present

This process ensures children 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.

Enquiry Questions

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 Key stage 1 and

2 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 represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Fieldwork

We want to give children a good knowledge of place and facts, as they navigate an increasingly small and connected world. Participating in fieldwork provides an essential contextual experience to apply this knowledge. Lovelace is lucky enough to have fantastic grounds which lend themselves to excellent fieldwork opportunities. The school also has access to Geographically rich local areas which teachers use to help develop fieldwork enquiries on and off site.

Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of physical and human geographical features. 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. These opportunities are key to encouraging the children to think of themselves as Geographers.

EYFS

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.

Inclusion

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 needs and styles. Each lesson 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

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. These are sent home so that parents and carers can reinforce key vocabulary and discuss new learning.

Teacher Subject Knowledge

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 some teachers may 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.

Strong Vocabulary Development

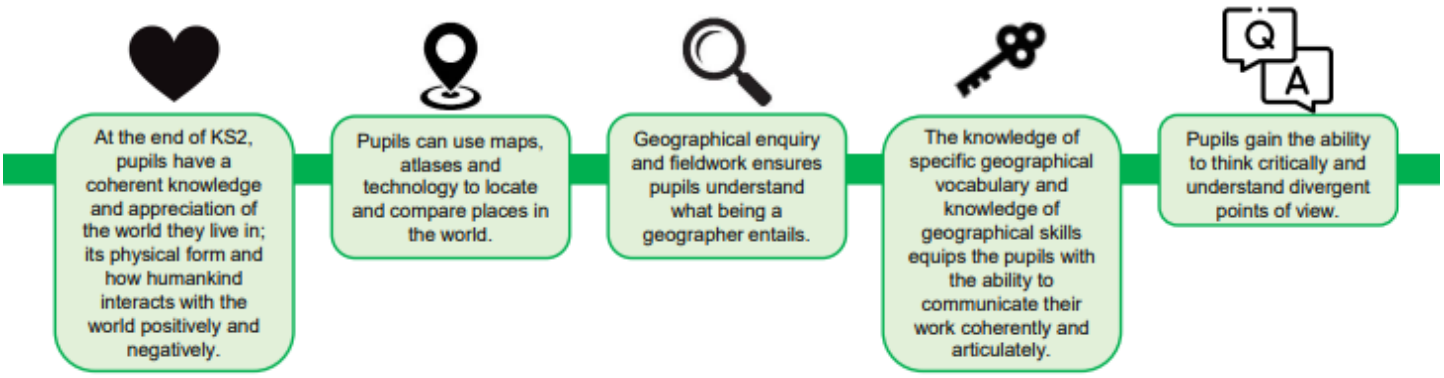
Key vocabulary is mapped out and explicitly taught in every lesson. Pupils explore knowledge and conceptual understanding through engaging activities and an introduction to relevant, specialist vocabulary. The development of vocabulary encourages children to discuss geography and geographical concepts with confidence.

Lovelace 'Wow' Opportunities:

Every year the children will be given the opportunity to experience a geography 'wow' enrichment activity. The teachers make full use of our school's unique grounds in the Autumn during our whole school Grounds Day. Lessons are adapted in order to use the field, woodland walk and other outside spaces. Fieldwork skills are a key component of these activities. In addition, children are taken on field trips; have inspirational visiting speakers and visit places of interest to illustrate both physical and human geography.

Impact

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 geography.



Assessment

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 Geography 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 and any relevant skills and knowledge. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

We assess progress in Geography at the start and end of each unit of work. We build on what the children already know about a unit using Kapow's assessment tools as well as our own resources. The children have an opportunity to say what they would like to find out by the end of the unit. Each unit has a Unit Quiz and a Knowledge and Skills Catcher, which can be used at the end of the unit to provide a summative assessment.

These assessments are tracked on our Insight Data system which supports the teachers in identifying gaps in learning amongst the class or for individual pupils.

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 '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.