



Geography Rationale

Geography is taught as a discreet subject to ensure that children have an understanding of the subject discipline. Children are taught through a range of units linking to both human and physical geography. An understanding of maps starting from school-based maps and routes, through to recognising features within a local context, through to the UK and wider world.

We want children to acquire key knowledge and skills that children can apply to other learning contexts. A range of opportunities are to enable all children to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections.

Learning Opportunities

Teachers use the Kapow geography scheme of work to assist with planning and curriculum coverage. Each year group has three units that are taught within a half term. From Year 1 to Year 6 the scope of each unit increases, expanding from the pupils' own environment to the wider world. Place studies start local and increase in scale to regional, national and global, allowing for revisiting, developing and challenging ideas and concepts. Similarly, consideration of the weather and seasons progresses to more in-depth study of the importance of climate and finally addresses protecting environments from global warming and the impact of how humans interact with the environment.

From the starting points, which are suitable for all pupils, the units progress onto geographical challenges. The units have key questions to encourage the use of geographical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Knowledge is constantly retrieved using low stakes quizzes and teacher questioning.

Some units are essentially human geography, others physical geography but most are holistic geography, considering human and physical geography together.

Geographical skills and fieldwork

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. 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.

Progression

As our progression charts show (available from our website), skills and knowledge are introduced then revisited in different units and in different contexts. This enables progression to be identified and planned for, developed and monitored. By providing a starting point accessible to all pupils they can each make their own progress along a geographical journey, some getting further than others. The progression sequence below helps facilitate this as it extends geographical knowledge, understanding and thinking.

1. **Observe** (through fieldwork and use of photos, artefacts, maps, etc.)
2. Acquire appropriate **geographical vocabulary**
3. Use the vocabulary through **geographical talk**
4. Use the vocabulary to **describe** (e.g. geographical features, photos and events)
5. Use the vocabulary to **compare** (e.g. geographical features, photos and events)
6. Ask geographical **questions**
7. Give **reasons** for observations and answer questions
8. Give **explanations**

Assessment

The key assessment tasks provided within the units provide criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. Each unit has key assessment opportunities that link to our progression framework. The assessment opportunities allow teachers to monitor the progress made by individual pupils and review areas where the class excel, or where learning needs to be revisited or consolidated.

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that historical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation.

Finally, an online end-of-unit quiz is also included in each unit. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing.