



Small Schools Partnership

Geography

Curriculum Map Document

Contents

1. Statement of Intent
2. Subject Overview
3. Whole School Long Term Plan
4. Progression of Skills
5. Assessment



Birdsedge



BEST

1. Statement of Intent

As outlined by the National Curriculum, a quality geography education should:

‘inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.’

It is our aim, therefore, in our Small Schools Partnership to develop young people who are open-minded and appreciate and understand the world in which we live and how it has evolved. In our schools we aim to grow children that develop good geographical skills and acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of other people and environments.

Curriculum: We offer children a high quality Geography curriculum, giving them a sense of place – both where they live and in the wider world. They learn about what our local area has to offer and compare and contrast that to places in the rest of the UK, Europe and beyond. We aim to inspire curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Skills: Note that on the programmes of study skills have not been divided into themes but into geographical skills outlined in the National Curriculum. This is because many skills be covered and revisited throughout the year, giving children many opportunities to explore and understand these.

Vocabulary: The vocabulary the staff will use taken from the National Curriculum and other guidance. Teachers will however strive to extend this by using new challenging Tier 3 vocabulary that will broaden the children’s language acquisition when speaking and listening. Key vocabulary should be displayed with the children’s Geographical work.

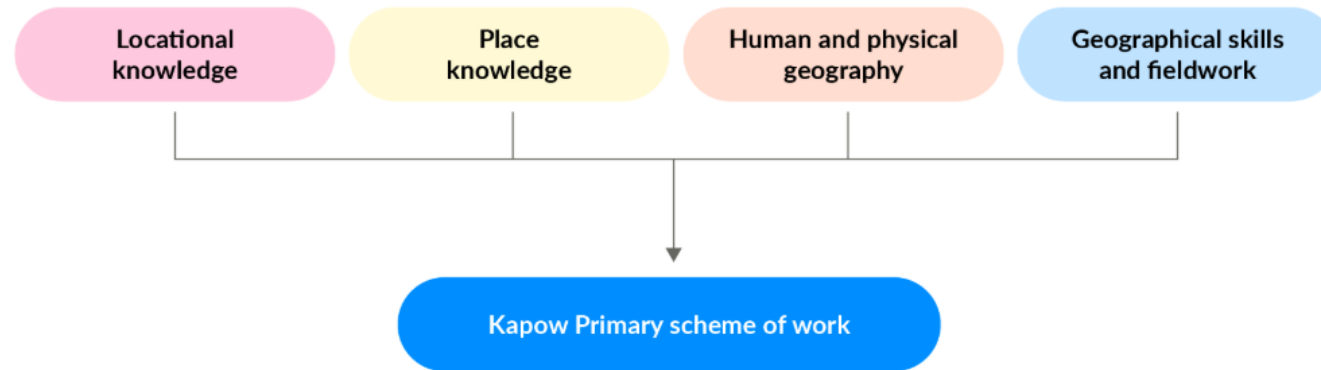
Thinking Skills: All pupils will be encouraged to ask questions, think critically and develop their own sense of perspective of the world. By deepening our children’s knowledge of geography, we will help them to understand how the world has grown and changed over time, the diversity of people’s lives and the possibility for us to live sustainability for the future.

Diversity: Our geography curriculum reflects the diversity of our school, ensuring our children learn about a variety of places, people, resources and natural and human environments. They also develop a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Fieldwork: Wherever possible, our geography curriculum is enhanced by trips and visitors, as these bring the curriculum alive to our children and create lifelong memorable experiences. We are also committed to outdoor learning opportunities whenever we can. Therefore, we use Forest Fridays to embed this part of the curriculum Fieldwork is a where we place a lot of emphasis learning outside of the classroom.

2. Subject overview

We use the Kapow scheme to deliver the Geography curriculum through the 4 key areas below and following an adjusted 2 year cycle of topics to meet the needs of our mixed aged class structure.



Broad and balanced curriculum



The four strands

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.

Geography
curriculum
information

3. Whole School Long Term Plan



Long Term Plan: Geography Cycle One

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
R						
C1 Year 1 and Year 2	Where am I?		Would you prefer to live in a hot or cold place?		What is it like to live in Shanghai?	
C2 Year 3 and Year 4		Why do people live near volcanoes?		Why are rainforests important to us?		What are rivers and how are they used?
C3 Year 5 and Year 6	What is <u>life like</u> in the Alps?		Why do oceans matter?		Can I carry out an independent fieldwork enquiry?	

Long Term Plan: Geography Cycle Two

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
R						
C1 Year 1 and Year 2	What is it like here?		What is the weather like in the UK?		What can you see at the coast?	
C2 Year 3 and Year 4		Who lives in Antarctica?		Are all settlements the same?		Where does our food come from?
C3 Year 5 and Year 6	Would you like to live in the desert?		Where does our energy come from?		Why does population change?	

Whole School Long Term Plan Birdsedge

History/Geography Cycle A Kapow Units:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 (Year 1 plus EY Experiences for Reception – to follow interests and in response to children's knowledge and understanding and curiosity)	How am I making history?	What is it like here?	How have toys changed?	What is the weather like in the UK?	How have explorers changed the world?	What is it like to live in Shanghai?
Class 2	How did we learn to fly? Y2	Why is our world wonderful? Y2	What was important to the Egyptians? Y3	Who lives in Antarctica? Y3	Would you prefer the Stone/Bronze or Iron Age? Y3	Why do people live near volcanoes? Y3
Class 3 (Year 4 Hist; Year 5 Geog)	How have children's lives changed?	What is life like in the Alps?	How hard was it to invade and settle in Britain?	Why do oceans matter?	How did the achievements of the Maya civilisation influence their society and beyond?	Would you like to live in the desert?

History/Geography Cycle B Kapow Units:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 (Year 1 plus EY Experiences for Reception – to follow interests and in response to children's knowledge and understanding and curiosity)	How am I making history?	What is it like here?	How have toys changed?	What is the weather like in the UK?	How have explorers changed the world?	What is it like to live in Shanghai?
Class 2	How was school different in the past? Y2	What is like to live by the coast? Y2	What is a monarch? Y2	Would you prefer to live in a hot/cold place? Y2	Why did the Romans invade and settle in Britain? Y3	Are all settlements the same? Y3
Class 3 (Year 5 Hist, Year 4 Geog)	Were the Vikings raiders, traders or something else?	Why are rainforests important to us?	What was life like in Tudor England?	Where does our food come from?	What is the legacy of the ancient Greek civilisation?	What are rivers and how are they used?

4. Progression of Skills

This links below take you to the document that demonstrates how pupils understanding of key geographical concepts is expected to build as they follow the Kapow Primary [Geography curriculum](#) covering:

- [EYFS \(Reception\)](#)
- [Key Stage 1](#)
- [Lower Key Stage 2](#)
- [Upper Key Stage 2](#)

The geographical concepts covered include:

- Place
- Space
- Scale
- Interdependence
- Physical and human processes
- Environmental impact and sustainable development
- Cultural awareness and diversity

Geography curriculum: Progression

Geography: Progression of skills and knowledge — mixed-age

The three main areas that are covered by Kapow are in these links below.

1) Progression of skill and knowledge

[Geography: Progression of skills and knowledge](#)

2) Progression of vocabulary

3) Progression of geographical concepts

[Geography: Progression of geographical concepts](#)

5. Assessment

Geography curriculum: 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.