

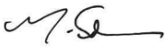


Ireby Church of England Primary School

'Created to do Good': Ephesians 2:10

Geography

Signed by:

_____  _____ Head Teacher

Date: 16th September 2026

Next review date: September 2028 or sooner if required

School Governance:

Responsibility of the school leadership

Our Christian vision

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning.

Our geography curriculum supports our children's academic, social and spiritual development through studying a rich curriculum which enables us to support our children's academic, social and spiritual development.

Our children are taught how to be part of a loving community of learners – collaborating together, sharing their questions and ideas and investigating geographical questions to gain a deeper understanding of our world. Geography teaches our children how to be still, how to observe and give thoughtful responses, Geography teaches them about our world's wonderful diversity and to appreciate the beauty of our locality, the rivers, mountains, and coasts. Our children explore the world around them, learn about the processes that shaped it and begin to understand their role in preserving it for generations to come.

Our aim is to fulfil our Christian vision through geography and support our children to be part of a community of loving learners, committed to knowing and understanding more about our world, about themselves and about their place and purpose in it.

Defining geography:

National Geographic defines geography as: 'the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment, and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.'

Our Intent:

This section outlines the overall curriculum plan, including its structure, sequencing and the specific knowledge and skills students are expected to acquire.

Our geography curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world – in other words, to think like geographers. The intention is for pupils to develop the confidence to question and observe places, measure and record necessary data in a variety of ways and analyse and present their findings.

Our curriculum aims to build an awareness of how geography shapes lives at multiple scales and over time. The hope is to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our curriculum is supported by Kapow, which in turn supports teachers in developing their subject knowledge and skills, enabling the delivery of engaging, well-informed lessons with confidence. The curriculum is designed to be both accessible and ambitious, ensuring all learners' full participation and potential achievement.

Statutory and non-statutory guidance

National curriculum

Our curriculum meets the statutory requirements for Geography outlined in the National curriculum (2014).

Ofsted research review

Our curriculum is based on principles outlined in [Ofsted's Geography research review](#).

New research and developments

Our curriculum is continually evaluated and refined through regular curriculum reviews, internal audits and feedback from other schools.

Updates are informed by the latest subject-specific research, changes to National curriculum guidance and developments in pedagogy. This ensures the curriculum remains current, effective and relevant.

Broad and balanced curriculum

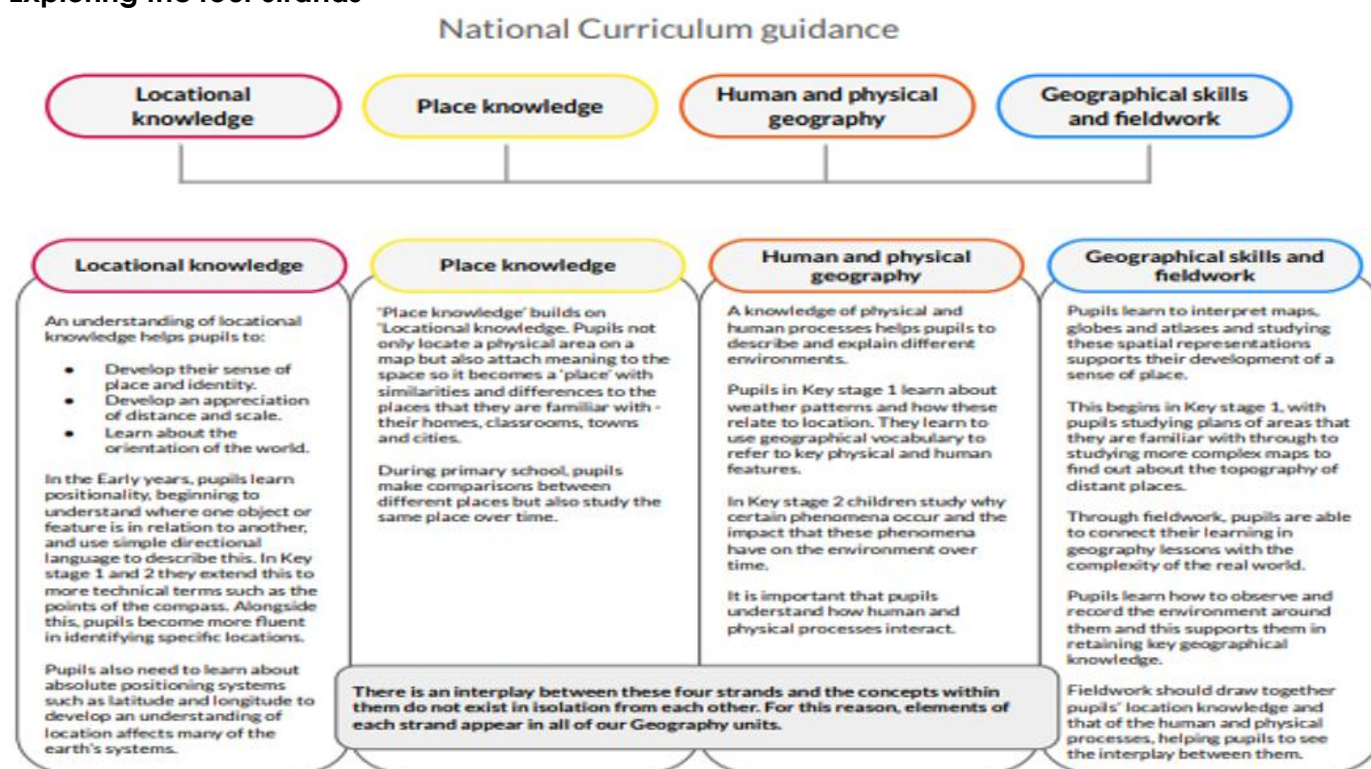
The four strands

The National curriculum organises the attainment targets for Geography under:

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

Our 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.

Exploring the four strands



We also build the following key geographical concepts: (as highlighted in the OFSTED geography review 2022)

Place:

What is it like here? What kind of features does it have? How and why is it changing? What do people do here? How do I feel about it? How does it compare to other places)

Space:

Where is this place? Are there any spatial patterns? How is the space organised/ managed for different purposes? How does it connect to other places? How can it be mapped? What is unique about it? How is it perceived, by me, by tourists, by community?

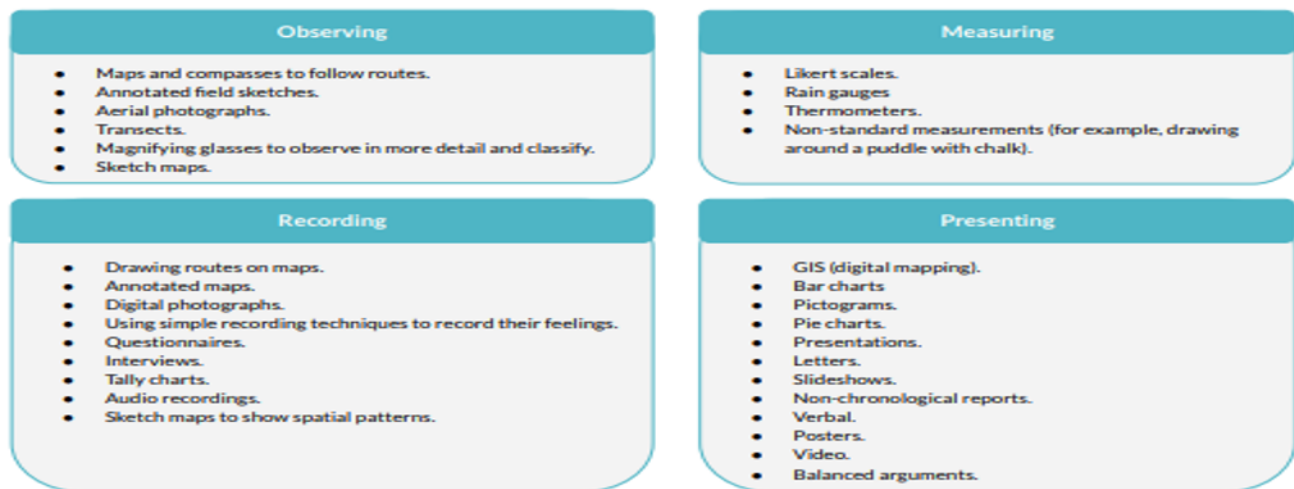
Scale:

How does my view of this place change when I zoom in or out? How and why are places connected at different scales? How do local decisions and events have global consequences?

Interdependence

Physical and human processes
Environmental impact
Sustainable development
Cultural awareness
Cultural diversity

Skills developed in fieldwork



Progression

Progression of skills and knowledge

The geography Progression of skills and knowledge document provides an overview of the skills and knowledge covered in each phase and strand. It explains how Geography skills and knowledge are developed to support pupils in reaching the key stage outcomes as outlined in the National curriculum.

New learning is weighted toward the start of each key stage, allowing ample opportunity for it to be revisited and applied in later years. As a result, knowledge accumulation may look heavier in some year groups than others.

Progression of vocabulary

Careful progression of vocabulary for geography focuses on the essential words and terms for understanding the subject. These words are carefully selected to help pupils grasp concepts and ideas outlined in our geography curriculum.

Geography vocabulary is categorised under four curriculum strands: Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

Locational knowledge is split into further sub-strands. In alignment with the National curriculum's aim for pupils to 'develop contextual knowledge of the location of globally significant places', specific locations are selected that correspond with the contexts and themes explored in the Kapow Primary Geography units.

Spiral curriculum



Our curriculum has been designed as a spiral curriculum with the following key principles in mind:

Cyclical – pupils return to the key knowledge and skills again and again during their time in primary school.

Increasing depth – each time a skill is revisited, it is covered with greater complexity.

Prior knowledge – pupils build upon previous foundations rather than starting again.

Broadening horizons

The process of broadening horizons involves starting with familiar contexts, such as the pupils' local area, then gradually expanding to more distant or global perspectives. This approach helps learners build on their existing knowledge and understand their place in the wider world.

Types of knowledge

Knowledge is defined differently depending on the subject in question. Ofsted's Geography research review helps to define these Geography knowledge strands as:

- Disciplinary knowledge
- Substantive knowledge
- Procedural knowledge

Disciplinary knowledge

Ways of knowing

Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice.

Substantive knowledge

Knowing about

Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it.

Procedural knowledge

Knowing how to

Pupils gain procedural knowledge primarily through the Geographical skills and fieldwork strand.

Sequencing

Geography in EYFS: Reception

Our Geography Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements fully integrate with our Key stage 1 and 2 curriculum for Geography offering a unified approach to teaching Geography in EYFS.

Clear progression between EYFS (Reception) and Key stage 1 content can be seen by looking at our Progression of knowledge and skills document, where component knowledge and skills are

outlined across our strands (Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and knowledge) from EYFS (Reception) through to Year 6.

Our Geography EYFS (Reception) '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 have been designed for continuous provision. An adult explains the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Throughout, they are encouraged to develop a 'sense of place.' Connecting to their local environment, developing a sense of awe and wonder, learning how to notice the world around them and to ask questions about it.

These activities are also designed to build pupils' locational knowledge, gaining 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 stage 1 and 2

EYFS and Key stage 1

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of scale and place by first learning about their everyday surroundings, then by looking at a national level and finally by studying global contexts which are likely to be new to them.

Key Stage 2

The National curriculum states that pupils should 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge', and so our units across Key stage 2 are sequenced to allow pupils to build on their understanding of geographical concepts and themes, such as settlement, trade, climate change and natural resources, and fieldwork skills.

As guided by the National curriculum, we have also structured our units to reflect a regional approach, for example, the Amazonian region, a volcanic region in Southern Italy, the Alps, the Great Barrier Reef and a desert region. Case studies have been chosen not only to reflect the National curriculum guidance but also to ensure children have experience learning about a location in each continent by the end of primary school.

Wider skills and knowledge

Digital literacy

Our curriculum integrates technology through digital maps, research tasks and interactive activities. This helps develop the children's ability to find, evaluate and use geographical information effectively.

Oracy

Lessons encourage discussion, debate, and presentations on geographical topics, allowing the children to articulate their understanding, justify opinions and engage in collaborative learning.

The children will use oracy to enhance their learning by thinking aloud, questioning and discussing activities. They will develop essential skills such as choosing appropriate vocabulary, organising their ideas and listening effectively.

Sustainability

Our Geography curriculum promotes awareness of environmental issues, encouraging children to develop a sense of responsibility for the planet by exploring concepts such as climate change, resource use, and conservation.

The significance of climate change is crucial for understanding geographical interconnections. As stated by the Department for Education's 2023 guidance, Sustainability and climate change strategy educating children on the planet's evolving conditions is vital. The guidance encourages all schools to enact a climate action plan and foster sustainable learning environments.

Engaging pupils with environmental issues can spark enthusiasm for positive change, broaden their understanding of sustainability, alleviate climate-related anxieties and instil pride in their educational settings.

Critical thinking

Pupils analyse geographical data, compare different perspectives and evaluate sources of information. This helps them in questioning assumptions and forming reasoned conclusions on global and local issues.

Personal development in geography

SMSC

Our curriculum supports SMSC (Spiritual, Moral, Social and Cultural) development by encouraging children to:

- Explore different perspectives
- Reflect on ethical issues.
- Collaborate with others.
- Appreciate cultural diversity through subject-specific content.

British values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

Cultural capital

Our geography curriculum broadens children's experiences by introducing them to key figures, historical and geographical contexts and diverse traditions. It ensures they gain the knowledge and skills needed to engage meaningfully in society.

Transition from EYFS to KS 1

Continuity of learning

Our geography curriculum aligns with the statutory EYFS guidance.

Key themes and skills introduced in EYFS are revisited and developed further in Key stage 1, ensuring continuity and progression.

This transition is aided by the continuity of learning created by the curriculum strands, which run from EYFS to Year 6. Subject leaders can pinpoint how knowledge develops in Reception and how this creates the foundation for learning in Key stage 1.

Building on early experiences

Lessons build on curiosity, exploration and discussion, which are central to EYFS learning. As pupils move into Year 1, more structured activities are gradually introduced.

In Key stage 1, oracy, questioning and storytelling help children transition from informal to more formal subject-based learning.

Development of key skills

The scheme supports the progressive development of skills, such as observation, reasoning and problem-solving, which are introduced in EYFS and strengthened in Key stage 1.

Adaptive teaching strategies ensure all learners are supported as they transition to more formal learning approaches.

Cross-curricular links

Our curriculum connects with EYFS Early Learning Goals, making links with communication and language, understanding the world and expressive arts to create a seamless transition.

It fosters independence and confidence, supporting children as they adapt to the expectations of Key stage 1 learning.

Inclusion and diversity

Our geography curriculum has been designed to represent a range of cultures and races.

Where appropriate, colonial choices and their impact on geographical issues are explored. Our curriculum's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.

Within sensitive units, questions have been included to support children's lived experiences and backgrounds.

Resources and case studies are carefully considered to encourage the children to think about their role in society and to respect the many ways in which people's lives have been influenced. Our curriculum supports children in appreciating the complexity of people's lives, the diversity of societies and the relationships between different groups.

IMPLEMENTATION

This section outlines how the curriculum is taught in the classroom – including teaching strategies, learning activities and the use of resources.

Timetabling

Geography alternates each half-term with history. We dedicate two hours to geography each week. There are three geography classes. Key Stage 1, Lower KS 2 and Upper KS 2 which allows us to plan a two-year rolling programme.

CPD

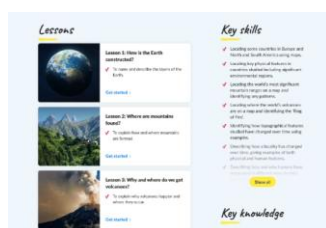
Our geography curriculum is supported by Kapow which in turn supports teachers in delivering the geography curriculum effectively through clear and informative CPD videos. These videos are designed to help teachers feel confident in their role by providing guidance on key concepts, teaching strategies and best practices.

Unit Structure

Units of geography have between 6 and 7 lessons, carefully sequenced to support the development of geographical skills and knowledge.

Geography units contain all the necessary lesson links, resources and information relevant to the unit being taught and relate to key geography documents, such as the Progression of skills and knowledge and vocabulary progression.

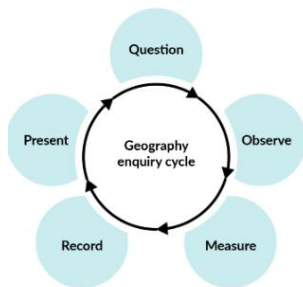
Units also build on knowledge or activate prior learning and outlines cross-curricular links.



The enquiry cycle

It is important that pupils begin to 'think like geographers' by considering the ways that geographers question and explain the world.

Accordingly, the Kapow Primary Geography scheme uses an enquiry cycle to support planning fieldwork. This encourages pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



Fieldwork

Fieldwork provides children with hands-on experience and encourages them to apply geographical concepts to their surroundings.

We also develop fieldwork skills through local fieldwork opportunities through relevant subject matter allowing teachers to foster a sense of community and environmental awareness amongst pupils.

Fieldwork on the school grounds and the local area is an important element of our geography curriculum: and is often practical, engaging and meaningful for pupils.

Lesson Structure

Recap and recall

Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

Attention grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson.

This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main event

The core part of the lesson, where children engage in activities that develop their understanding of the learning objective.

This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up

A final reflective activity that consolidates learning.

This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

SEND

Our geography curriculum is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, our geography lessons include a range of strategies to support and challenge every pupil, such as:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Knowledge retention

Spiral curriculum



Our geography curriculum incorporates a spiral curriculum model, ensuring that children revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

Revisiting key concepts – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.

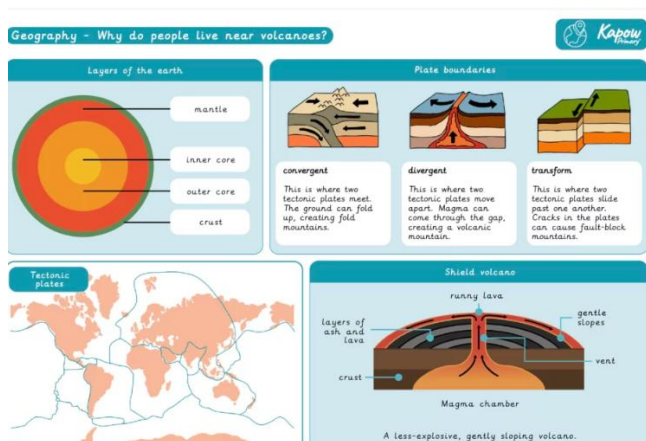
Progressive depth – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.

Knowledge retention – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.

Skill development – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.

Adaptive learning – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Knowledge organisers



Knowledge organisers are a structured document designed to support pupils' learning by clearly outlining the key knowledge, vocabulary and concepts covered in a unit of work.

It serves as a reference tool for both teachers and pupils, helping to consolidate learning and support knowledge retention.

Essential knowledge at a glance – summarises the most important facts, concepts and skills that pupils need to learn for a particular unit.

Key vocabulary – provides a list of subject-specific terms with definitions to develop pupils' language and understanding.

Clear and visual layout – organised in a way that makes information easy to digest and revisit, often using diagrams, timelines or key images.

Support for retrieval practice – helps pupils engage in self-assessment, recall activities and revision, reinforcing long-term memory.

Teacher and pupil-friendly – acts as a quick reference for teachers when planning lessons and an accessible learning aid for pupils to develop independence in their studies.

Recap and recall

- **Activates prior knowledge** – helps pupils make connections between new and existing learning, reducing cognitive overloads
- **Strengthens memory pathways** – retrieval practice has been shown to improve retention more effectively than passive review.
- **Identifies gaps in understanding** – teachers can quickly assess what children remember and address misconceptions before introducing new content.
- **Builds confidence** – regular recall activities reassure pupils that they can remember key concepts, improving engagement and motivation.
- **Promotes spaced learning** – revisiting prior learning at regular intervals supports long-term retention, rather than cramming information in a single lesson.

Assessment during the lesson

Formative assessment is embedded throughout our geography lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- **Questioning** – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- **Observation** – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.
- **Discussion and peer interaction** – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- **Lesson pauses** – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- **Retrieval practice** – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- **Use of success criteria** – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- **Short reflections in the Wrapping up** – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Cross-curricular learning

Our curriculum supports cross-curricular learning by making clear connections between subjects, helping pupils develop a broader understanding of key concepts and skills.

Cross-curricular links are explicitly highlighted which allows teachers to integrate learning across different subjects.

IMPACT

This section outlines how the curriculum checks what pupils know, understand and are able to do as a result of studying Geography.

Assessment

Formative

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 of geography has an assessment quiz which we complete at the start and end of a unit 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.

Evidencing progress

Written outcomes

Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.

Pupil voice

Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.

Assessment spreadsheet

The Assessment spreadsheet helps to help track pupils' Geography attainment over time. This tool allows teachers to record progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support.

Sequencing our units of learning: Our Long-term plan

CYCLE A		Autumn Term		Spring Term		Summer Term	
	EYFS (Topics) (see EYFS LTP for links to Geography UW outcomes)	People who are special to me and people who help us	Frozen Planet	Space	Transport through the ages	Africa	Growing and changing
	KS1	Why is our world wonderful?		What is it like to live by the coast?		Would you prefer to live in a hot or cold place?	
	LOWER KS2	Who lives in Antarctica?		Are all settlements the same?		What are rivers and how are they used?	
	UPPER KS2	Why does population change?		Why do oceans matter?		Can I carry out an independent fieldwork enquiry?	
CYCLE B							
	EYFS (topics) TBC	All about me!	Castles, knights and dragons	All around the world	Minibeasts	Seaside and pirates	Farming and growing
	KS1	What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?	
	LOWER KS2	Why do people live near Volcanoes?		Why are rainforests important to us?		Where does our food come from?	
	UPPER KS2	What is <u>life like</u> in the Alps?		Would you like to live in a desert?		Where does our energy come from?	

Geography End points

Our geography curriculum supports every child to reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

	Key Stage 1	Upper Key Stage 2
Locational knowledge	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Monitoring and evaluation of effectiveness of this policy

The headteacher and geography subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our geography leader will sample geography lessons during the year
Pupil voice	Samples on geography during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on a spreadsheet for evaluation by the subject leader

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's geography policy so that we can take account of new initiatives and research or any changes in the geography curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.