



Long Term Overview for Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 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.					
Year 1		What is the Weather like in the UK?		What is it like to live here? Map Work		What is it like to live in Shanghai? Case Study
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?	Where does our food come from?	
Year 4		Are all the settlements the same?	What are the rivers and how are they used?		Why are rainforests important to us?	
Year 5		What is life like in the Alps?		Why do oceans matter?		Would you like to live in the desert?
Year 6		Why does population change?		Where does energy come from		Can I carry out an independent fieldwork enquiry?

Meeting our Vision and Values

Vision links:

At Platt C of E Primary School, we want pupils to develop an awareness of the world around them and become inquisitive and responsible citizens. In geography they begin by thinking about their own locality before learning about the more diverse places, people and environments across the globe. We aim to inspire pupils to think about their own place in the world and the contribution they can make to it as they grow and develop.

Care (compassion, friendship)	Learn (wisdom, koinonia)	Forgive (forgiveness, hope)
Geography provides the opportunity for pupils to learn about diverse people and places around the world and encourages compassion and understanding of these differences.	Pupils will learn about physical and human features of the world. They will develop an understanding of the common features of people and places as well as appreciating their differences. Spiritually, they will also have an opportunity to reflect on the natural wonders of the world around them.	Through the geography units covered, pupils learn how adversity can be overcome in different parts of the world and are taught to recognise the importance of hope and forgiveness when disasters happen. They will also focus on how they can be hopeful for the future if they learn to look after the planet around them.

Intent

Kapow Primary's Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. 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. Through our scheme of work, we aim to build an awareness of how geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' 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 enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those 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.

Implementation

The National curriculum organises the geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography

- Geographical skills and fieldwork

Kapow Primary's geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the progression of key geographical concepts.

Our national curriculum coverage document shows which of our units cover each of the national curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The document also reflects which development matters statements and Early learning goals are met in each activity within the EYFS units.

The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate pupils' understanding of key concepts, such as scale and place, in geography.

The geography learning in EYFS provides a solid foundation of geographical skills, knowledge and enquiry for pupils to transition successfully onto Key stage 1 geography learning, whilst also working towards the development matters statements and Early Learning Goals.

Cross-curricular links are included throughout each unit, allowing pupils 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, pupils 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. Kapow Primary 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 pupils 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 pupils 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 pupils a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

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 styles. Each lesson provides guidance for teachers on how to adapt their teaching to ensure that all

pupils (including those with SEN) can access learning, and opportunities to stretch pupils' learning are also available if required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to deliver a highly effective and robust geography curriculum and every effort has been made to ensure teachers feel supported to deliver lessons of a high standard that ensure pupil progression.

At Platt pupils will have hour long weekly lessons of geography for three terms a year. There will be additional enrichment opportunities through visits and trips to enhance the learning of the units covered. The learning of geography is also linked to the work of the Eco Council and whole school initiatives that help to raise the profile of the subject and provide opportunities for application of the learning.

Impact

An enquiry-based approach to learning will allow teachers to assess pupils against the National curriculum expectations for 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 unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess pupils' understanding. Opportunities for pupils to present their findings using their geographical skills will also form part of the assessment process in each unit.

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 pupils 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.

The expected impact of following the Kapow Primary geography scheme of work is that pupils 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.
- Assessment for learning will be used as a formative method of assessment throughout the units of geography learning.

- 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.

Assessment

Formative assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming 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 helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson.

Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with nine multiple choice questions and one open-ended question.

In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

It is suggested that teachers keep all forms of assessment as children move through primary school so that the subject lead and teachers will have a record of children's learning.