



Geography rationale

Growing together, guided by love...

Subject Lead: Laura Bassitt

Our Geography curriculum, structured through the Kapow framework, is designed to be inclusive, accessible and ambitious for all pupils, including those with Special Educational Needs and Disabilities (SEND). Learning is carefully scaffolded from Reception to Year 6, ensuring a clear progression of geographical knowledge and skills. Pupils move from exploring their immediate environment in the Early Years to developing more complex skills such as map reading, fieldwork and understanding human and physical processes in Key Stage 2. By exploring global issues within a framework of community, compassion and courage, pupils learn to respect diverse cultures, advocate for social justice and engage thoughtfully with the challenges facing our planet.

Intent:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Collecting, analysing and communicating with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation:

- Spiral curriculum structure ensures key geographical knowledge and skills are revisited and deepened over time, particularly locational knowledge to reinforce understanding of scale and place.
- EYFS units lay the groundwork for Key Stage 1, supporting early geographical enquiry and skills development. EYFS activities are a mix of adult-led and child-initiated learning, adaptable to suit Reception themes while aligning with *Development Matters* and *Early Learning Goals*.
- Cross-Curricular Links - Geography skills are intentionally connected to other subjects. These links help children apply geographical understanding in broader contexts.
- Enquiry-Based Learning - Units are structured around open-ended enquiry questions. These questions have no fixed answers, promoting critical thinking and real-world application. Pupils learn to collect, interpret, and represent data, and make informed decisions using geographical methods.
- Fieldwork and Skills Development - Every unit includes elements of geographical skills and fieldwork. Follows an enquiry cycle: *Question → Observe → Measure → Record → Present*, aligning with the National Curriculum. Fieldwork ranges from school-based





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

- Prepares for assessment – Verbal explanations support writing quality in extended answers and case studies.