



Geography rationale

Growing together, guided by love...

Subject Lead: Eleanor Watkin

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



investigations to larger external visits. Repeated practice helps pupils build confidence, evaluate methods, and gain deep understanding of their locality.

- Teaching and Learning Strategies - Incorporates diverse activities: independent work, group work, digital tasks, and hands-on activities. Lessons cater to different learning styles and include adaptations for varying abilities. Opportunities for stretch and challenge are built in. Knowledge organisers support vocabulary acquisition and fact recall.
- Teacher Support and CPD - Recognises that some teachers may lack confidence in Geography. Units include teacher videos to build subject knowledge. Continuous professional development (CPD) is embedded in the curriculum design.

We are skills...creative thinkers, self-managers, independent enquirers, reflective learners, team workers and effective participators



Impact

The expected impact of following the Kapow Primary Geography scheme of work is that children 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

Oracy in Geography

The role of oracy in geography is to develop students' speaking and listening skills. It enables children to engage in meaningful discussions, debates, and collaborative exploration of key geographical topics. Through structured talk, they learn to express ideas clearly, listen actively, and build on others' viewpoints, deepening their understanding of the subject.

Here's how oracy can be integrated into geography teaching:

- Deepens understanding – Talking through geographical issues helps students clarify and organize their thinking.
- Develops critical thinking – Discussions encourage analysis, evaluation, and reasoning.
- Promotes engagement – Interactive activities make geography more relatable and enjoyable.



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.