Geography Intent and Overview

At Maple Tree Primary School (MTPS) our aim is to instil a love of Geography in all our children. We want the children to have a love of geographical learning, gaining knowledge and skills through high quality teaching both inside and outside the classroom. As the future generation responsible for our planet, we want our children to have a sense of respect for the world. Our geography curriculum is designed to develop pupils' curiosity and fascination about the world and its people that will remain with them throughout their lives. We will continue to work hard to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities. From Early Years Foundation Stage (EYFS) up to the end of Key Stage 2 (KS2), we will create every opportunity to link Geography to other subjects. We will also provide opportunities to investigate and enquire about our local area, this will support children to develop an understanding of who they are, their heritage and what makes our local area so unique and special. We intend to provide a foundation of knowledge and skills that will allow them to access future learning and careers in this field as well as discovering the wider world throughout their lives.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Understanding the World ELG	**Marvellous Me** Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	**Dark Nights and Celebration Lights** Understand some important processes and changes in the natural world around them, including the seasons.	**Exploring maps** Draw information from a simple map. Recognise some environments that are different from the one in which they live. Explore the natural world around them.		**Outdoor Adventures** Explore the wider community and develop simple navigation skills through orienting.	
Year 1	**What is it like here?** Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.		**What is the weather like in the UK?** Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.		**What is it like to live in Shanghai?** Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.	
Year 2	**Would you like to live in a hot or cold place?** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.		**Why is our world wonderful?** Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.		**What is it like to live by the coast?** Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.	
Year 3	**Why do people live near volcanoes?** Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.		**Who lives in the Antarctica?** Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.		**Are all settlements the same?** Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.	

Year 4	**Why are rainforests important to us?** Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.	**Where does our food come from?** Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.	**What are rivers and how are they used?** Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.
Year 5	**What is life like in the Alps?** Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	**Would you like to live in the desert?** Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.	**Why do our oceans matter?** Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.
Year 6	**Where does our energy come from?** Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment..	**Why does population change?** Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.	**Can I carry out an independent fieldwork enquiry?** Local study of Sandy focussing on human geography features, undertaking a field study on travel links and including map work. Explore geographical differences and similarities between UK city and Asia.

Geography 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

We use Kapow Primary's Geography scheme which has a clear progression of skills and knowledge within these four strands across each year group p to ensure that attainment targets are securely met by the end of each key stage.

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, is reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

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 children 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 children 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 children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Geography is currently taught in a half termly block so that the time between lessons allows for the sequence to take place and aid the development of knowledge and retrieval of this.

Geography Impact

An enquiry-based approach to learning will allow teachers to assess children against the National Curriculum expectations for Geography. The impact of Kapow Primary's scheme is constantly monitored through both formative and summative assessment opportunities.

Teachers are supported in assessing pupils against the learning objectives each lesson. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children 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 children 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 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 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 end of key stage expectations outlined in the National curriculum for Geography.

The progress and impact of our geography curriculum is measured in the following way:

- Assessing children's understanding of vocabulary before and after the unit is taught with a knowledge organiser.
- Reviewing images and videos of the children's practical learning.

- Discussing the learning with pupils (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books following the marking policy.
- Learning walks
- A finished product at the end of the unit such as a double page spread or fact sheet.

Children's attainment and progress is shared with the Geography subject leader to ensure staff CPD is used effectively.