



Crowmarsh Gifford C of E Primary School & Pre School

“Let Your Light Shine...” Matthew 5:16

▪ Kindness ▪ Resilience ▪ Integrity ▪ Courage ▪ Curiosity

This guidance outlines the teaching, organisation and management of the Geography curriculum taught and learnt at Crowmarsh Gifford. The implementation of these guidelines is the responsibility of all teaching staff

Introduction

Our overall aim at Crowmarsh School is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which theirs is a central role. We teach them how to become effective learners by helping them to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring, and evaluating. They begin by learning how to be effective learners and as they progress through year groups this becomes a strong work ethic that has far-reaching impact on secondary school life and beyond.

School Vision and Values

A community supporting children to
care, grow, persevere & shine.



Intent

The intention of the geography curriculum at Crowmarsh is to inspire children’s curiosity and interest to explore the world that we live in and its people. We teach our children to ‘Think Like a Geographer’ to provoke thought, raise questions, and encourage children to learn through exploration and research. We aim to make children aware of the relevance and importance of the subject and the opportunities it can provide for their future. Above all, we aim to develop a love of geography through an engaging curriculum with a variety of activities and experiences.

We have adopted the Kapow scheme of work which aims 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. We focus on our school value ‘Care’ by ensuring the children know how to look after the environment and providing real life opportunities for them to do to.

The 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.



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Implementation

The National curriculum organises the Geography attainment targets under four strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork
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Kapow Primary's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. The Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are met by the end of each key stage. The National curriculum mapping document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands.

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 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.

Enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions have been designed 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, children learn how to collect, interpret and present 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 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.

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. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when 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. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support the CPD of Crowmarsh staff members. Kapow Primary has been created to ensure that teachers feel confident delivering the full Geography curriculum, and every effort has been made to ensure that staff feel supported to deliver lessons of a high standard that ensure pupil progression

A set of Crowmarsh lesson essentials has been provided to teachers to ensure consistency of our approach throughout the school.



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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 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 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 '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.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject.

Assessment:

All classes use a KWL (know, wonder, learnt) to record what children know at the start of a unit and what they have learnt by the end. Essential skills and knowledge are revisited, providing teachers with additional opportunities to use AFL to assess what the children can remember from previous learning and to address any gaps. The Kapow assessment grid also needs to be filled out by teachers for every lesson. For each objective, teachers note whether the child is WT, OT or GD.



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Pupil Feedback: TBC

As part of the on-going review and development of our curriculum the Geography the Subject Leader will seek pupil voice, this will be done in a variety of ways. Our teaching staff value pupil feedback and within lessons will informally seek the children’s thoughts and ideas about their learning.



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Geography Essentials

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Year Groups	EYFS to Year 6			
Time Allocation	Weekly Geography lessons (1 hour – but shorter in EYFS) 3 x 6 week units throughout year			
	Resources	In every unit	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • NC geography objectives • Kapow scheme • Think like a geographer poster 	<ul style="list-style-type: none"> • Start first geography unit with discussion about what geography is and what it means to think like a geographer (see posters created to support this) • Knowledge organiser shared with children – from Kapow 	<ul style="list-style-type: none"> • Learning appropriate to skills from appropriate year group from Kapow scheme • Use of a range of well thought out resources including IT • Focus on handwriting & presentation • Exposure to and understanding of new geographical vocabulary • Children are encouraged to 'Think like an geographer' 	
IMPLEMENTATION	<ul style="list-style-type: none"> • NC geography objectives • Kapow scheme – units and skills • Digimaps 	<ul style="list-style-type: none"> • Modelling of activities – WAGOLL shown where appropriate • Modelling thinking like a learner/geographer • KWL – knowledge and wonder at start of unit • Fieldwork built into units • Map skills taught within units 	<ul style="list-style-type: none"> • WALTs linked to National Curriculum • Success criteria where appropriate • WALT and date, underlined using rules • Discussion about new and unfamiliar words • Key vocabulary, resources and current learning displayed on working wall • Discussions with children • In-lesson feedback, self and peer assessment, as appropriate • Retrieval opportunities built in to refer back to previous learning 	<ul style="list-style-type: none"> • Trips/visitors arranged
IMPACT	TBC	<ul style="list-style-type: none"> • KWL – leant section filled in at end of unit • Teachers to assess against the skills taught – format TBC 	<ul style="list-style-type: none"> • Teachers' AFL records/notes 	<ul style="list-style-type: none"> • Peer evaluation • Self-assessment • Flexible groupings. • Children's peer and self-assessments. • Testing • Quizzing