Landscove C of E Primary School & Broadhempston Primary School Geography Curriculum Plan

Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school.
Key areas of knowledge are derived from the National Curriculum and spilt into individual key stages to support a progressive approach to learning in our mixed age classes.

At Landscove C of E Primary School & Broadhempston Primary School at we are very proud of our Geography Curriculum. It has been thoughtfully developed to ensure children explore the relationship and interactions between people and the environments in which they live at the personal, local, national and global scale – enabling our children to make better sense of the world in which they live and to be more informed and enlightened citizens going into the future. Our whole-school geography curriculum is:

Aspirational: Our high-expectations in Geography teaching and learning cultivates our children's curiosity about the world, its inhabitants and its processes; enabling all our children to fulfil their individual potential and appreciate the value of Geography as a subject in the 21st century.

Engaging: Our children develop their geographical understanding and a curiosity about the world through enquiry-based learning. Pupils are inspired to become curious and explorative thinkers with a diverse knowledge of the world – in other words, to think like geographers rather than just memorizing facts. The intention is for pupils to develop the confidence to question and observe places, measure and record necessary data in a variety of ways and analyse and present their findings. We've selected enquiries that are relevant to our local community, that go beyond the familiar and engage pupils in studying topical issues through contemporary case studies. Geography learning is enriched with the sharing of stories and non-fiction texts, ICT, high-quality resources, outdoor learning, visitors, trips and purposeful field work.

Expertise: The key concepts of 'place', 'space', 'scale', 'change', 'interconnection', 'environment' and 'sustainability' underpin these enquiries, with children asking increasingly nuanced questions and gaining a deeper understanding of what it means to think like a geographer. The scheme supports teachers in developing their subject knowledge and skills, enabling the delivery of engaging, well-informed lessons with confidence.

Logical, Broad and Balanced: Learning and enquiries provide the full entitlement of the Early Years Foundation Stage and the National Curriculum and, importantly, have been sequenced to support geographical understanding. There is an even proportion of physical and human investigations and, whilst acknowledging our local community, a mixture of local, national and global issues. To further learning about physical and human geography, key geographical concepts, such as 'agriculture', 'sustainability' or 'migration', are taught within contemporary, real-world contexts and are revisited and developed throughout our curriculum. This means our children develop a more secure subject knowledge, achieve a deeper understanding of key concepts and a contextualised appreciation for what it means to think and work like a geographer.

Progressively More Challenging: Our Geography Curriculum includes and builds from the 'Understanding of the World' established in the Early Years, ensuring continuity in learning as children transition into the National Curriculum. Throughout our curriculum, children build upon prior learning and encounter more complex subject knowledge using increasingly sophisticated critical thinking skills, geographical techniques and field working skills.

Cultural & Contextual Awareness: Our curriculum deliberately explores diversity and the impact of historical events on modern societies, fostering respect and empathy for different cultures and communities.

Inclusive: All children are entitled to our full Geography Curriculum - including those with Special Educational Needs (SEN). We scaffold, personalise and differentiate activities to enable all children to access it in its entirety. Teachers use 'assessment for learning' to support and extend children - ensuring maximum progress is made and everyone achieves their full potential. The curriculum is designed to be both accessible and ambitious, ensuring all learners' full participation and potential achievement.

Through our aspirational, inspiring and increasingly challenging enquiry-led learning, our children leave equipped with geographical skills and a secure geographical knowledge and understanding of the 21st century world in which they live! They appreciate the diverse places, people, resources and natural and human environments that constitute Earth and the processes, interactions and dependencies that have, and continue to shape, our world. Our children really value their geography learning - seeing themselves as resourceful, active citizens of the world who have the skills to contribute to and improve the world around them!

Landscove C of E Primary School Rolling Programme

Kapow History		Landscove C of E Primary School Rolling Programme Sept. 25 Onwards					
		1st Autumn Term		1st Spring Term		1st Summer Term	
EYFS Use Kapow to support skills development through our planned enquiries.		**Why are farms so important?**	**How do the seasons affect us?**	**Why is planet Earth special?**	**What if dinosaurs were around today?**	**Are all animals the same?**	**Where in the World could we go?**
Key Stage One	**25/6 Kapow Cycle B**	**What is it like here?** Field Work		**Would you prefer to live in a hot or cold place?** Field Work		**What can you see at the coast?** Field Work	
	26/7 Kapow Cycle A	**Where am I?** Field Work		**What is the weather like in the UK?** Field Work		**What is it like to live in Shanghai?** Field Work	
Lower Key Stage 2	**25/6 Kapow Cycle B**	**Why do people live near volcanoes?** Field Work		**Who lives in Antarctica?** Field Work		**What are rivers and how are they used?** Field Work	
	26/7 Kapow Cycle A	**Why are rainforests important to us?** Field Work		**Are all settlements the same?** Field Work		**Where does our food come from?** Field Work	
Upper Key Stage 2	**25/6 Kapow Cycle B**	**Why does population change?** Field Work		**Why do oceans matter?** Field Work		**Where does our energy come from?** Field Work	
	26/7 Kapow Cycle A	**What is life like in the Alps?** Field Work		**Would you like to live in the desert?**		**Can I carry out an independent fieldwork enquiry?** Field Work	

Vocabulary Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on child's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, childs make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Early Years Foundation Stage

Cartographic: photo, birds-eye view, features, globe, label, map, photo, plan, route, sketch, title,

Enquiry: change, compare, different, distance, far, near, order, position, sequence, similar, what, when, where, who, why,

Key Concepts: buildings, country, countryside, environment, farm, job, local, migration, place, religion, sea, season, town, transport, weather

EYFS Development Matters

3-4yrs

Area of Learning: Mathematics

- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

Area of Learning: Understanding of the World

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect & care for natural environment & living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

Area of Learning: Understanding of the World

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Farming**	**Colour & Change**	**Space**	**Dinosaurs**	**New Life & Minibeasts**	**Changing Environments**
Key Question	**Why are farms so important?**	**How do the seasons affect us?**	**Why is planet Earth special?**	**What if dinosaurs were around today?**	**Are all animals the same?**	**Where in the World could we go?**
When expected to be covered , however, in the EYFS we are flexible and responsive to the changing interests and needs of the children.	➢ Explore school outdoor environment ➢ Observe farming from school ➢ Explore countryside envi. ➢ Introduce world map/globe ➢ Visit St. Matthew's/St. Peter & St. Paul's Church ➢ Positional language in Maths	➢ Seasonal change: Autumn ➢ Interpret a map/aerial view of school ➢ Explore Arctic environment (Santa) ➢ Life in Australia at Christmas	➢ Create maps of school ➢ Interpret a range of maps and scales: World, UK, Landscove/Broadhemspton ➢ Explore Google Earth ➢ Consider life in China for Chinese New Year	➢ Learn about 'Jurassic Coast' & beach environment ➢ Welly-walks around village to places special to community ➢ Create maps of wider school ➢ Easter egg hunt using maps ➢ Virtual visit to a city: London ➢ Spatial reasoning: Maths	➢ Explore map of world ➢ Life in Brazil and The Amazon Rainforest ➢ Trip to Stover Park – woodland & pond dipping ➢ Trip to aquarium – marine environment ➢ Visit a local city: Plymouth	➢ Explore a variety of countries & natural environments as holiday destinations. ➢ Life in Kenya and the savanna environment ➢ Beach trip: Exmouth ➢ Mapping in Mathematics ➢ Pirate treasure maps

Weekly Outdoor Explorers: > Exploring the school field & spiritual garden, making observations and drawing pictures of animals and plants.
> Use senses to describe the outdoors. > Observing seasonal change and its effect on plants, animals and people..

Daily Sharing of Stories and Non-Fiction Texts: Texts relevant to topic, on literacy & diversity spines and for the joy of reading!

Anywhere Bear: Discussion about local places he's visited, sharing maps and routes. Identify similarities and differences to other familiar places/enviros

Lyfta **Picture News** **Global Neighbours** **Eco-Schools** **Occasion Days** **Cultural Experiences**

ELG (End Point)

Area of Learning: Understanding of the World

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, nonfiction texts & (if appropriate) maps.

The Natural World

- Explore the natural world around them, making observations & drawing pictures of animals & plants.
- Know some similarities and differences between the natural world around them & contrasting environments, drawing on their experiences & what's been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

Key Stage One

KS1 - Kapow vocabulary lists are starting points to be amended according to the changing needs of their children.

KS1	2nd Autumn Half-Term	2nd Spring Half-Term	2nd Summer Half-Term
Rolling Programme 2025-6	**What is it like here?** Field Work	**Would you prefer to live in a hot or cold place?** Field Work	**What can you see at the coast?** Field Work
	aerial photograph aerial view atlas city country directional language distance features globe improve key land locate location map north place questionnaire sea survey symbol town village	arid climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map mild ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperature thermometer tropical urban vegetation weather	aerial photograph capital city city cliff coast coastline continent country data collection fieldwork island harbour human feature lake landmark location locate ocean physical feature pictogram pier river sand dunes sea tally chart tourist town village
Rolling Programme 2026-7	**Where am I?** Field Work	**What is the weather like in the UK?** Field Work	**What is it like to live in Shanghai?** Field Work
	aerial photograph aerial view atlas beach car park city country directional language farm feature feelings fieldwork forest hill house lake land locate location map mountain museum north ocean photograph place pond position post office postcard present river roundabout route school grounds sea shop symbol town village	atlas autumn direction east England Europe map north Northern Ireland place Scotland season south spring summer United Kingdom Wales weather west winter	continent country different directional language e.g. near, far, next to, behind, etc. key human feature map physical feature similar symbol

Lower Key Stage Two

Lower Key Stage 2 - Kapow vocabulary lists are starting points to be amended according to the changing needs of their children.

LKS2	2nd Autumn Half-Term	2nd Spring Half-Term	2nd Summer Half-Term
Rolling Programme 2025-6	**Why do people live near volcanoes?** Field Work	**Who lives in Antarctica?** Field Work	**What are rivers and how are they used?** Field Work
	active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil fold mountain geothermal energy igneous rock index inner core outer core magma magma chamber man-made rock mantle metamorphic rock minerals natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs	climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty	condensation delta estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley water cycle waterfall
Rolling Programme 2026-7	**Why are rainforests important to us?** Field Work	**Are all settlements the same?** Field Work	**Where does our food come from?** Field Work
	analyse biome buttress roots canopy layer community data deforestation drought emergent layer enquiry equator forest floor global warming greenhouse gas indigenous peoples interpret lianas lines of latitude logging method mining present questionnaire quote risk route summarise Tropic of Capricorn Tropic of Cancer understorey layer vegetation vegetation belts	agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local memorial metro monument nucleated place of worship recreational land region residential land settlement transportation	air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade trend

Upper Key Stage Two

Upper Key Stage 2 - Kapow vocabulary lists are starting points to be amended according to the changing needs of their children.

UKS2	2nd Autumn Half-Term	2nd Spring Half-Term	2nd Summer Half-Term
Rolling Programme 2025-6	**Why does population change?** Field Work	**Why do oceans matter?** Field Work	**Where does our energy come from?** Field Work
	air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated digital technologies fossil fuels greenhouse gases impact improvements involuntary Likert scale migrants migration natural increase noise pollution population population density population distribution pull factors push factors qualitative quantitative refugee region sparsely populated voluntary	atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle	biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner wind power six-figure grid reference
Rolling Programme 2026-7	**What is life like in the Alps?** Field Work	**Would you like to live in the desert?**	**Can I carry out an independent fieldwork enquiry?** Field Work
	atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate mountain range OS map physical feature population questionnaire sea level recreational land use risk route scale temperate temperate forest tourism tourist vegetation	agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather	analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint

Broadhempston Primary School Rolling Programme

Kapow History		Broadhempston Primary School Rolling Programme Sept. 25 Onwards		
		1st Autumn Term	1st Spring Term	1st Summer Term
EYFS & Key Stage One	25/6 Kapow Cycle B	**What is it like here?** Field Work	**Would you prefer to live in a hot or cold place?** Field Work	**What can you see at the coast?** Field Work
	26/7 Kapow Cycle A	**Where am I?** Field Work	**What is the weather like in the UK?** Field Work	**What is it like to live in Shanghai?** Field Work
Key Stage 2	25/6 Kapow Cycle B	**Who lives in Antarctica?** Field Work	**Why does population change?** Field Work	**What are rivers and how are they used?** Field Work
	26/7 Kapow Cycle A	**Why do people live near volcanoes?** Field Work	**Are all settlements the same?** Field Work	**Where does our energy come from?** Field Work
	25/6 Kapow Cycle B	**Why are rainforests important to us?** Field Work	**Why do oceans matter?** Field Work	**Can I carry out an independent fieldwork enquiry?** Field Work
	26/7 Kapow Cycle A	**Where does our food come from?** Field Work	**What is life like in the Alps?** Field Work	**Would you like to live in the desert?**

Early Years Foundation Stage & Key Stage One

EYFS & KS1 - Kapow vocabulary lists are starting points to be amended according to the changing needs of their children.

EYFS & K1		Broadhemspton Primary School Rolling Programme Sept. 25 Onwards		
		1st Autumn Term	**1st Spring Term**	**1st Summer Term**
EYFS & Key Stage One	25/6 Kapow	**What is it like here?** Field Work	**Would you prefer to live in a hot or cold place?** Field Work	**What can you see at the coast?** Field Work
		aerial photograph aerial view atlas city country directional language distance features globe improve key land locate location map north place questionnaire sea survey symbol town village	arid climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map mild ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperature thermometer tropical urban vegetation weather	aerial photograph capital city city cliff coast coastline continent country data collection fieldwork island harbour human feature lake landmark location locate ocean physical feature pictogram pier river sand dunes sea tally chart tourist town village
	26/7 Kapow	**Where am I?** Field Work	**What is the weather like in the UK?** Field Work	**What is it like to live in Shanghai?** Field Work
		aerial photograph aerial view atlas beach car park city country directional language farm feature feelings fieldwork forest hill house lake land locate location map mountain museum north ocean photograph place pond position post office postcard present river roundabout route school grounds sea shop symbol town village	atlas autumn direction east England Europe map north Northern Ireland place Scotland season south spring summer United Kingdom Wales weather west winter	continent country different directional language e.g. near, far, next to, behind, etc. key human feature map physical feature similar symbol

Key Stage Two

Broadhempston Key Stage 2 - Kapow vocabulary lists are starting points to be amended according to the changing needs of their children.

UKS2	2nd Autumn Half-Term	2nd Spring Half-Term	2nd Summer Half-Term
Rolling Programme 2025-6	**Who lives in Antarctica?** Field Work	**Why does population change?** Field Work	**What are rivers and how are they used?** Field Work
	climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty	air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated digital technologies fossil fuels greenhouse gases impact improvements involuntary Likert scale migrants migration natural increase noise pollution population population density population distribution pull factors push factors qualitative quantitative refugee region sparsely populated voluntary	condensation delta estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley water cycle waterfall
Rolling Programme 2026-7	**Why do people live near volcanoes?** Field Work	**Are all settlements the same?** Field Work	**Where does our energy come from?** Field Work
	active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil fold mountain geothermal energy igneous rock index inner core outer core magma magma chamber man-made rock mantle metamorphic rock minerals natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs	agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local memorial metro monument nucleated place of worship recreational land region residential land settlement transportation	biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner wind power six-figure grid reference

Rolling Programme 2027-8	**Why are rainforests important to us?** Field Work	**Why do oceans matter?** Field Work	**Can I carry out an independent fieldwork enquiry?** Field Work
	analyse biome buttress roots canopy layer community data deforestation drought emergent layer enquiry equator forest floor global warming greenhouse gas indigenous peoples interpret lianas lines of latitude logging method mining present questionnaire quote risk route summarise Tropic of Capricorn Tropic of Cancer understorey layer vegetation vegetation belts	atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle	analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint
Rolling Programme 2028-9	**Where does our food come from?** Field Work	**What is life like in the Alps?** Field Work	**Would you like to live in the desert?**
	air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade trend	atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate mountain range OS map physical feature population questionnaire sea level recreational land use risk route scale temperate temperate forest tourism tourist vegetation	agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather

Curriculum Organisation and Information

The Early Years Foundation Stage (EYFS)

Children in Reception develop an early understanding of geography principally through the knowledge and skills outlined in the EYFS's area of learning called 'Understanding of the World' (UotW) – 'People, Cultures and Communities' and 'The Natural World'. However, as with all learning in the early years, children's understanding of place, their immediate environment and the World more broadly, permeates into all areas of the EYFS curriculum (such as UotW 'Past & Present' and Mathematics where children learn about positional language, spatial reasoning and mapping). Learning involves a combination of adult-led, adult-initiated and play-based activities with the sharing of books being integral to this. Continuous provision for independent learning, memorable experiences and broader classroom practises support children's learning and we take time to develop those wonderful, spontaneous child-led learning moments that can't be planned for!

Children in Reception have weekly 'Outdoor Explorers' sessions, that allow them to explore the natural world around them through hands-on experiences, witnessing seasonal change as it happens! During these sessions children develop emergent field-work skills by learning to make careful observations, recoding simple data, taking photographs and by drawing pictures. They are encouraged to use all of their senses to better understand their local environment and develop a rich vocabulary for describing what they hear, feel and see whilst outside. Reception teachers plan engaging lessons that link to their half-termly and 'big questions', to further develop children's place knowledge, understanding of maps and to develop children's awareness of countries and environments that are different to their own.

'Understanding of the World' learning introduces new vocabulary, includes both adult-led and play-based learning activities and nurtures the 'characteristics of effective learning'. Reception teachers share stories, non-fiction texts and simple maps to develop children's 'global awareness' and to further children's knowledge of different environments and understanding of life in a variety of countries. Children explore the meaning of new vocabulary, use language to imagine and recreate roles and experiences in play situations and learn to use positional, directional and distance terminology accurately. The language rich learning environment is purposefully provisioned to further learning and provides opportunities for children to explore and compare different places. Children learn to draw comparisons by identifying similarities and differences between places and, using our 'Oracy' approach, children develop a confidence to clearly articulate their ideas and explaining their thinking. At all times, children are encouraged to be curious, to observe closely and to discover for themselves – key skills which are fundamental to the development of our little geographers!

Key Stage One and Two

Children in Key Stage One and Key Stage Two must receive the full entitlement of the National Curriculum (NC) and we ensure this is delivered by following the enquiry-led Kapow Primary Geography curriculum which meets the needs of our mixed-age classes. We have purposefully selected and sequenced topics, through and across key stages, to build cumulatively on prior learning and to progressively further knowledge and skills development. Geography learning is organised into half-termly topics (that alternate with history), which allows children to 'dive-deeper' into their learning and limits the time between geography topics - helping children to retain their learning. Opportunities for cross-curricular learning are made whenever appropriate, for example in geography lessons age-appropriate mathematics is used to collect and present information. Within other subjects, children are encouraged to make links to their previous geography learning – be it key concepts, a particular case study or utilising map skills. This is particularly important during half-terms where geography is not discretely taught, as in doing so our children are developing their understanding of key concepts, recalling key knowledge and applying their skills.

Our enquiry-based geography topics are based around an engaging 'big question' which captures children's interests and gives purpose to learning. Rather than giving children all the answers, through their topic learning children embark on a journey of exploration! Each enquiry has a clear learning journey, with an 'elicitation task' at the start of a topic to identify a child's prior knowledge and any misconceptions. Our children are invited to share what they would like to find out during the

enquiry – with teachers understanding that asking questions is central to geographical enquiry. Children are then taught the knowledge and skills they need to answer the over-arching 'big question' in small manageable steps. Each lesson builds on the next and has a clear, curriculum linked learning objectives which is shared with the children - making it clear what and how children are expected to learn! New concepts are carefully introduced and taught through meaningful contexts and examples, so children have a grounded understanding before being asked to apply this learning. Progression in field-work skills is ensured as our children use age-appropriate precision when recording, presenting and analysing data, including the use of ICT.

Geography lessons include a range of teaching approaches, provide opportunities for children to work independently, with a partner or in a group and are adapted to challenge pupils appropriately to their age and ability. Supported by our whole-school Oracy approach, children learn to articulate their ideas and to justify their thinking with opportunities for partner, group and whole-class discussion being carefully planned into each topic. Studying geography in this way inspires children's curiosity, it encourages children to see themselves as active in their learning and develops further their characteristics of effective learning. Lessons are tailored to the needs of each child, with teachers using 'assessment for learning' strategies, such as 'low stakes quizzes' and 'questioning' to swiftly pinpoint children's next steps in learning to identify those who require more support and those who can be challenged to 'dig deeper' - maximising progress. Learning is personalised to ensure children with SEND or EAL are able to access the full curriculum and have an equal opportunity to take part in every aspect of the geography learning.

Teachers capture fieldwork, practical and 'creative' learning using a SWAY document and promptly mark recorded learning in line with our marking policy, ensuring feedback is purposeful, furthering geography learning and addressing misconceptions. Each class has a working wall which includes key vocabulary, a book corner including topic-linked books and a map displayed (or globe accessible) to support children's geographical knowledge. Topics always include inspiring 'hooks' to provide memorable learning opportunities, with teachers making the most of our wonderful outdoor learning environment in lessons, purposeful field-work opportunities and ensuring geographical equipment, ICT and a variety of sources (maps at different scales, globes, aerial photographs, etc) are utilised in lessons.

Beyond curriculum specific learning, at Broadhempston and Landscove our children's geography learning is enriched and complimented by: regular 'Forest School and 'Wild Woodland Learning' sessions, by our whole-school participation in Picture News, by participating in Global Neighbours, Food for Thought and the 'Eco-Award' initiatives, by our schools' environmentally-conscious ethos (for example our Eco-Council, 'nature' focussed Arts Week, etc), by our links with the local community and through our deliberate sharing of stories and non-fiction books from different countries, environments and cultures. Teachers, and the geography subject-lead, also ensure important and topical geography-linked news and events are shared and acknowledged in an age-appropriate way throughout the school, for example the annual Climate Change Conference.

The subject leader monitors standards through work scrutiny, pupil conferencing, learning walks and discussions with staff, and supports teachers with subject knowledge and continued professional development.

The National Curriculum

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational Knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country

Human and Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East & West) & locational & directional language [for example, near & far; left & right], to describe the location of features & routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use & construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational Knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and Physical Geography - describe and understand key aspects of:

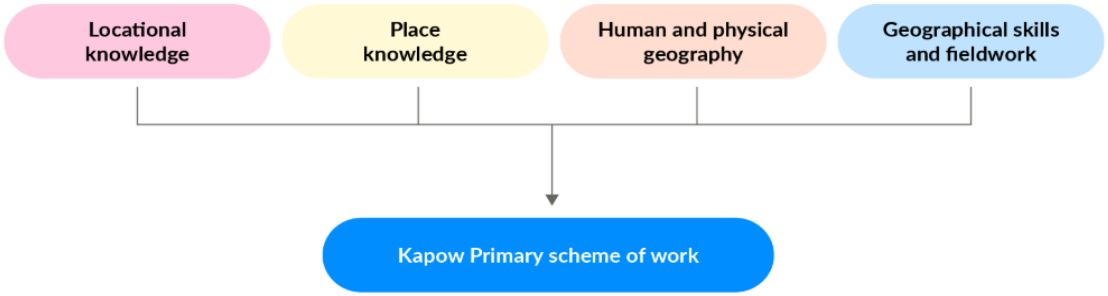
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four & six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
- use fieldwork to observe, measure, record and present the human & physical features in the local area using a range of methods, inc. sketch maps, plans and graphs, and digital technologies.

See Kapow documents for specific National Curriculum aims mapping against each unit.

Progression (See Kapow Progression document for detailed progression)

Based on the National Curriculum, Kapow Primary's Geography curriculum has been planned with these strands running through each unit, ensuring balanced coverage of the different areas of Geography and both substantive and disciplinary knowledge.

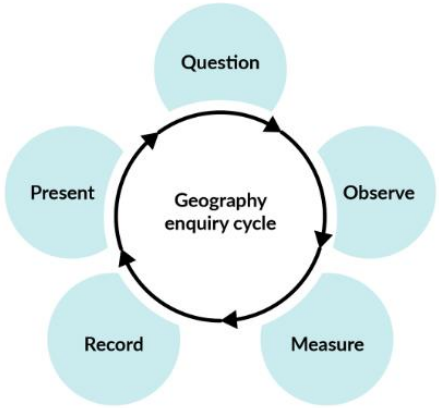
- Locational knowledge.
- Place knowledge.
- Human and physical geography.
- Geographical skills and fieldwork.



In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of scale and place by first learning about their everyday surroundings, then by looking at a national level and finally by studying global contexts which are likely to be new to them.

The National curriculum states that pupils should 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge', and so our units across Key stage 2 are sequenced to allow pupils to build on their understanding of geographical concepts and themes, such as settlement, trade, climate change and natural resources, and fieldwork skills.

As guided by the National curriculum, we have also structured our units to reflect a regional approach, for example, the Amazonian region, a volcanic region in Southern Italy, the Alps, the Great Barrier Reef and a desert region. Case studies have been chosen not only to reflect the National curriculum guidance but also to ensure children have experience learning about a location in each continent by the end of primary school.



The enquiry cycle

It is important that pupils begin to 'think like geographers' by considering the ways that geographers question and explain the world. Accordingly, the Kapow Primary Geography scheme uses an enquiry cycle to support planning fieldwork. This encourages pupils to ask geographical questions and learn how geographers reach their answers through enquiry.

Fieldwork provides children with hands-on experience and encourages them to apply geographical concepts to their surroundings. Fieldwork skills do not have to be developed on school trips alone: local fieldwork opportunities can make the subject matter relevant and support teachers in fostering a sense of community and environmental awareness amongst pupils. Fieldwork on the school grounds and the local area is an important element of the Kapow Primary Geography scheme: it is often more practical, engaging and meaningful for pupils.

Impact

Our geography curriculum, delivered through Kapow Primary, ensures that pupils develop a secure understanding of geographical concepts, locational knowledge, and enquiry skills. By the end of each key stage, pupils demonstrate:

- **Deep Knowledge and Understanding:** Children confidently recall key geographical facts, such as continents, oceans, countries, and physical features. They explain geographical processes (e.g., river formation, climate zones) and make connections between places and environments. Pupils understand how evidence, data, and maps are used to interpret and represent the world.
- **Progressive Geographical Skills:** Through carefully sequenced lessons, pupils develop skills in questioning, observing, and analysing geographical information. They learn to use maps, atlases, digital tools, and fieldwork techniques to collect and interpret data. Children apply critical thinking to consider patterns, relationships, and the impact of human activity on physical environments.
- **Cultural and Contextual Awareness:** Children appreciate diversity and understand how geography influences cultures, communities, and global interdependence. They explore how environments shape human life and how human actions affect sustainability and climate. Pupils develop respect and empathy for different places and people, fostering a sense of global citizenship.

Assessment

Kapow Primary geography lessons embed ongoing assessment through questioning, retrieval practice, and interactive activities, enabling teachers to check understanding in real time and adapt teaching. Pupils show progress through varied outputs, including written work, annotated diagrams, and creative responses. Teachers use discussion and retrieval tasks to address misconceptions promptly. Lessons encourage reflection and verbal explanations, allowing teachers to capture learning beyond written work.

Assessment data is used to identify gaps and inform planning, ensuring all pupils, including those with SEND, achieve ambitious outcomes. The Assessment spreadsheet helps to track pupils' geography attainment over time. This tool allows teachers to record progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support. At the end of each year teachers make a judgement about the achievement of each child against the learning objectives for geography in that year. At this point teachers decide upon a 'best fit' judgement as to whether the child has achieved and embedded the expected learning objectives, exceeded expectations or is still working towards the objectives. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each child, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. Achievement against the learning objectives for history at the end of the year is used as the basis of reporting progress to parents.

School Improvement

Using Kapow supports our school improvement by building teacher expertise, ensuring high teaching standards and reducing workload. In doing so, following the Kapow geography curriculum contributes to confident teaching staff and a well-structured, effective curriculum that supports whole-school improvement.

It boosts teacher confidence and supports whole-school improvement by providing high-quality, accessible resources that empower teachers to deliver engaging and effective lessons. Kapow supports teacher confidence using:

- Clear lesson plans and subject knowledge with step-by-step guidance ensures teachers are well-prepared and informed to deliver high-quality lessons.
- CPD videos – short, expert-led training videos help subject leaders develop their expertise and support their colleagues.
- Adaptive teaching strategies – practical suggestions for differentiation ensure that teachers can confidently meet the needs of all learners.

Along with the Senior Leadership Team, the subject leader monitors standards through work scrutiny 'book looks', pupil conferencing, lesson observations, learning walks, data analysis and discussions with staff. The subject-leader provides ongoing support and professional development to staff, and through their own continued professional development keeps developing and refining our history curriculum in light of evidence-based research.