

**The British School Geography
Curriculum Intent,
Implementation and Impact
Reviewed February 2025
Subject Leader - Bev Smith**

Introduction

At The British School we ensure the requirements for the National Curriculum 2013 for *Geography* are met. In order to do so, we use the **Kapow** scheme of learning.

INTENT

Aims

Kapow Primary's *Geography* scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim 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.

Our 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 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.

Equality, diversity and inclusion in geography

At The British School, we create an inclusive culture of achievement, high standards and high expectations. Children of all ethnic and cultural groups, race, genders, sexual orientation and abilities, have equal access to the Geography Curriculum, and we have high expectations of all pupils. We ensure that positive images of all groups are promoted throughout the school, both in the use of language, in the provision of resources and through topic displays.

We ensure that all children have equal access to effective, quality-first teaching and learning, in all areas of the geography curriculum. In lessons, pupils are taught through whole-class interactive teaching, where the focus is on everyone working together on the same lesson objective(s), at the same time, to master the content of the National Curriculum 2014.

As a school, we ensure that we meet the diverse needs of each individual pupil, in order to ensure the active participation and progress of all pupils. Class teachers, in collaboration with the SENDCO, will ensure that any specific needs, requiring specialist resources, are addressed promptly. In geography lessons, pupils with SEND will be supported in a number of ways, through adaptive teaching. Strategies may include:

- Targeted support by the class teacher and TA;
- High-quality modelling;

- Appropriate scaffolding;
- Varied questioning strategies;
- The use of peer support;
- The use of differentiated resources and/or equipment;
- The provision of resources and/or equipment;
- The provision of coloured paper and overlays (dyslexia).

Teachers provide feedback and marking to all pupils, in line with our school marking and feedback policy.

The role of the geography subject leader

- To advise the Head Teacher and Governing Body (link-governor) on the provision and development of geography across the school.
- To ensure that the requirements of the National Curriculum for geography are covered.
- To ensure that the chosen scheme of work (**Kapow**) is used consistently and to a high standard, across the school.
- To plan, write and review policy documents.
- To be responsible for the implementation of the policy document.
- To carry out a range of monitoring activities across the school.
- To collate the results of all monitoring activities to inform subsequent action planning.
- To ensure that rigorous assessment is in place; teachers and the subject leader are therefore aware of which children are making good progress and working below, at or above age-related expectations.
- To monitor equipment and resources, ensuring that there is adequate provision.
- To ensure staff receive appropriate training/CPD opportunities.
- To manage the budget allocated for this subject.

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

Kapow Primary's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group.

Teaching and learning:

The geography curriculum is delivered by the class teacher, using **Kapow** - a scheme of learning chosen by the subject leader to effectively meet the needs of our school.

The units of work within the Kapow scheme of learning have been arranged by the subject leader into a long term plan, which supports the wider curriculum of our school and also ensures that excessive strain is not placed on resources.

GEOGRAPHY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	All about me	When I grow up	Winter Journey	space	minibeasts	Traditional tales
KS1 Year A (class 2)		What is it like here?		What is the weather like in the UK?		How is life different in China?
KS1 Year A (class 3)		Why is our world wonderful?		Would you prefer to live in a hot place or a cold place?		What is it like to live by the coast?
LKS2 Year A		Why do people live near volcanoes?		Why are rainforests important to us?		Where does our food come from?
LKS2 Year B		What are our rivers and where are they formed?		Who lives in Antarctica?		Are all settlements the same?
UKS2 Year A		Why does population change?		Why do oceans matter?		Can I carry out an independent fieldwork enquiry?
UKS2 Year B		What is life like in the Alps?		Would you like to live in the desert?		Where does our energy come from?

Early Years Foundation Stage

Geography long term plans - EYFS - Year 6

Using the Kapow scheme of learning ensures that all pupils are taught age-appropriate curriculum content and that all fundamental skills and knowledge are covered. It ensures that learning is sequential, adapted to meet the needs of individuals and groups, and that high-quality resources are used. Assessment opportunities are integrated into each unit of work, ensuring that each class teacher is aware of which children below, at and above age-related expectations. .

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.

Our 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.

We have designed these questions 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 CPD. Kapow Primary has been created with the understanding that many teachers do not feel confident delivering the full Geography curriculum, and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Resourcing

Kapow provides comprehensive equipment lists for all units of work within the scheme of learning. Additional resources are shared and are available within school, or may be sourced on request.

It is the responsibility of the class teacher to check the Kapow equipment lists at the start of each unit of work and ensure that they have procured everything they will need.

Class teachers will check with the geography subject leader before ordering resources.

Health and safety

Fieldwork and site visits are an important part of Geographical work and

school health and safety guidelines will be adhered to at all times.

IMPACT

Monitoring and Review

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. Data is inputted into Insight throughout the term, then teachers analyse pupils' progress and plan next steps. Books are marked regularly to assess learning and green time challenges and corrections move children on in their geography learning. 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.

The subject leader analyses data for each year group at the start and end of the academic year. Gaps in learning are identified and this informs action planning for the following year.

Reports of pupils' progress and attainment are made verbally during parents' evenings in the autumn and spring terms. A written report is provided during the summer term, where progress and attainment in geography are included.

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.
- 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.

Date of next review: Reviewed February 2026