



'Roots to Grow and Wings to Fly'

Curriculum Progression
Document

Geography



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Curriculum Intent

Intent - Our aim is for all children to have an understanding of the world in which they live, both their local area and the world beyond, and an appreciation of the natural world.

This vision is achieved by:

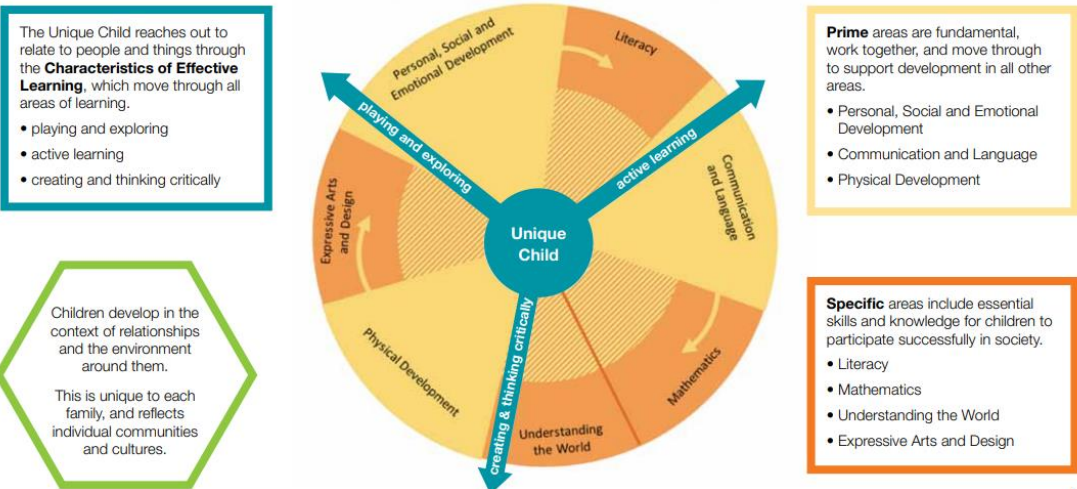
- A curriculum that promotes curiosity and a fascination of the world
- A curriculum which encourages children to become responsible, global citizens
- A curriculum which equips children with the skills to navigate and explore

The ***intent*** at St Bartholomew's is 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 promote our Christian virtues throughout all our learning and 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. 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.

By using the Kapow Primary's Geography scheme to support teachers planning and assessment we aim for all pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. With the support of Kapow Primary scheme we teach a spiral curriculum at St Bartholomew's with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge especially 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.

Geography in The Early Years Foundation Stage

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.



The following link to the teaching and learning of Geography in our EYFS:

ELG: Understanding of the World: People and Communities

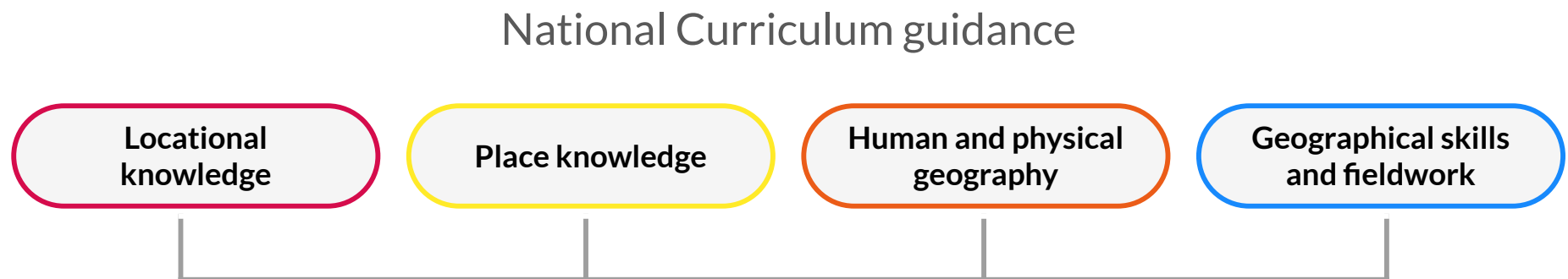
Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Geography and the National Curriculum

How is the **Geography** scheme of work organised?

The national curriculum organises the attainment targets for Geography under **Locational knowledge**, **Place knowledge**, **Human and physical geography** and **Geographical skills and fieldwork** and so we have planned our Geography curriculum with these strands running through each and every unit.



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. 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. Strong subject knowledge is vital for staff for all our staff to deliver a highly effective and robust Geography curriculum. We therefore guide them to use the teaching video guides on Kapow and seek advice for the subject leader regularly when teaching each unit.

A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Key Stage One

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. **Pupils should be taught to:**

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 United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

'Roots to Grow and Wings to Fly'

- 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 and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and 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 and 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 Two

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. **Pupils should be taught to:**

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 and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Different types of knowledge in Geography

Substantive knowledge (‘knowing about’)

Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it.

This content is separated into the following areas in the National curriculum and within our scheme of work:

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

These four areas are explained in more detail in the previous slide. It is important that pupils also understand the relationships between these four different areas.

Disciplinary knowledge (‘ways of knowing’)

Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice.

Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Please see our [enquiry cycle](#) for further information on these processes.

Progression in disciplinary knowledge is shown in our [Geographical skills and fieldwork](#) strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.

Procedural knowledge (‘knowing how to’)

Pupils gain procedural knowledge primarily through the [Geographical skills and fieldwork](#) strand.

They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

Exploring the four strands.

Locational knowledge

An understanding of locational knowledge helps pupils to:

- Develop their sense of place and identity.
- Develop an appreciation of distance and scale.
- Learn about the orientation of the world.

In the Early years, pupils learn positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this. In Key stage 1 and 2 they extend this to more technical terms such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations.

Pupils also need to learn about absolute positioning systems such as latitude and longitude to develop an understanding of location affects many of the earth's systems.

Place knowledge

'Place knowledge' builds on 'Locational knowledge. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities.

During primary school, pupils make comparisons between different places but also study the same place over time.

Human and physical geography

A knowledge of physical and human processes helps pupils to describe and explain different environments.

Pupils in Key stage 1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features.

In Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time.

It is important that pupils understand how human and physical processes interact.

Geographical skills and fieldwork

Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place.

This begins in Key stage 1, with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places.

Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world.

Pupils learn how to observe and record the environment around them and this supports them in retaining key geographical knowledge.

Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.

There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.

Building understanding of geographical concepts

The Ofsted research review series: geography (2022) acknowledges that there has been many differing opinions on what constitutes key geographical concepts in the geography community over the years. However, it highlights the importance of pupils understanding the following concepts:

- Place
- Space
- Scale
- Interdependence
- Physical and human processes
- Environmental impact
- Sustainable development
- Cultural awareness
- Cultural diversity



Our document entitled [Progression of geographical concepts](#) gives more information about how each of these concepts build in the Kapow Primary Geography curriculum although it is important to remember that they are interconnected.

Whole School Programme of Study

Cycle B (2025-26)

	Year 1/2	Year 3/4	Year 5/6
Autumn	Where am I?	Who lives in Antarctica?	Why does population change?
Spring	Would you prefer to live in a hot or cold place?	Are all settlements the same?	Why do oceans matter?
Summer	What is it like to live in Shanghai?	What are rivers and how are they used?	Can I carry out an independent fieldwork enquiry?


Cycle A (2026-27)



	Year 1/2	Year 3/4	Year 5/6
Autumn	What is it like here?	Why do people live near volcanoes?	What is life like in the Alps?
Spring	What is the weather like in the UK?	Why are rainforests important to us?	Would you like to live in the desert?
Summer	What can you see at the coast?	Where does our food come from?	Where does our energy come from?

Reasoning Behind our Geography Curriculum

Throughout Cycles A and B children will revisit key skills and knowledge, across both years, covered in different geographical contexts.

In Key Stage 1 , learning is sequenced 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.

Year 1/2 - Cycle B		Year 1/2 - Cycle A
<p>The 'Where am I?' unit supports pupils to develop an understanding of their surroundings and begins to build an awareness of the United Kingdom.</p> <p>Children revisit the concept of place by studying a non-European country in the unit 'Would you prefer to live in a hot or cold place?'. They have the opportunity to explore human and physical features in areas of Kenya and compare this to their locality.</p> <p>With a more secure grasp of location, scale and place, pupils are able to look at a small area in the largest continent in our 'What is it like to live in Shanghai?' unit, building towards the children's ability to name and locate the world's seven continents. Here, they have another opportunity to directly compare contrasting human and physical features to those in their local area and develop an understanding of how communities and place be similar or different to one another.</p>		<p>The 'What is it like here?' unit supports pupils develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom.</p> <p>'What is the weather like in the UK?' extends knowledge of location and builds upon the children's understanding of weather and seasons. Concepts such as mapping and directional language are also introduced in this unit, supporting the development of basic geographical skills.</p> <p>'What can you see at the coast?' builds on existing geographical skills and gives children the opportunity to apply them in a more specific context away from the school grounds, using higher level geographical vocabulary.</p>

Year 3/4 - Cycle B		Year 3/4 - Cycle A
<p>'Who lives in Antarctica?' expands on KS1 hot and cold places by exploring how location affects people differently.</p> <p>'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources. New Delhi was chosen as a case study for this unit so children studied an area in Asia in KS2 to ensure all continents had been covered before children leave primary school.</p> <p>The following unit 'What are rivers and how are they used?' builds on these concepts and gives children an opportunity to bring learning back to their locality during fieldwork.</p>		<p>'Why do people live near volcanoes?' for deeper insight into physical processes learnt in KS1.</p> <p>In 'Why are rainforests important to us?' children are introduced to biomes and the Amazonian region is used to case study to compare for the local woodland is used similarly or differently to the Amazon rainforest.</p> <p>This is built upon in the unit 'Where does our food come from?' and ties together how climate and vegetation impact communities and trade.</p>
Year 5/6 - Cycle B		Year 5/6 - Cycle A
<p>The first unit in this cycle exposes children to more complex issues of population and encourages them to consider data through an analytical lense.</p> <p>'Why do oceans matter?' builds on the understanding children have gained around climate change in LKS2.</p> <p>We have placed the local geography unit 'Can I carry out an independent fieldwork enquiry?' as the last unit, as the children are given the opportunity to bring all their knowledge and skills together to independently showcase how they can think like a geographer.</p>		<p>'What is life like in the Alps?' begins with a case study studying the interdependence of the human and physical environment, exploring colder environments as previously introduced.</p> <p>Studying a different biome and considering how humans utilise this environment is explored in the unit 'Would you like to live in the desert?'. Here, the Mojave Desert, North America, is used as a case study and is directly compared to the children's local areas towards the end of the unit.</p> <p>More complex issues around energy production are taught in the unit 'Where does our energy come from?'. Texas is used as a case study in North America to compare energy usage and human features to those found in Port of Blyth, England.</p>

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What will Geography look like in the classroom?

- * Placing of the Geography being studied in the context of previous learning, using maps and starter activities.
- * Lesson starter activity and low stakes quizzing – reviewing previous learning and consolidation of knowledge and skills through starter activities.
- * Specify key vocabulary to be used and its meaning.
- * Conduct geographical enquiry using a variety of sources and through carefully planned fieldwork visits in the local area.
- * Research, investigation and interpretation of findings.
- * Children will communicate their geographical knowledge and understanding appropriately.
- * Children evaluate their learning and compare with other locations studied (as appropriate).
- * Display maps, globes and other resources to support and enhance learning.
- * Appropriately challenging texts will be available to develop wider understanding.

Strategies for teaching Geography

When teaching Geography, we:

- Always explain what we want pupils to know, understand and be able to do as a result of their learning in Geography.
- Use geographical questions as topic titles to focus planning, learning and assessment.
- Use starters and plenaries to ensure students fully understand what the children are learning, how they learn and how well they are progressing.
- Vary the resources and activities to ensure each pupil can learn effectively for example:
- Give tasks appropriate to group ability.
- Give tasks of increasing difficulty aimed at more able and Gifted and Talented children.
- Offer support and adapted tasks for children with special educational needs.
- The children are offered opportunities to use maps, atlases, globes, statistics, reference books, pictures and aerial photographs.
- Classroom assistants to support individuals or groups.

Reading in Geography

Reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in science through reading with the use of high-quality texts across a wide range of genres.

These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and subject-specific vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research, as well as interpret and present their findings.
- A respect for geographical evidence and the ability to make robust use of it to support their explanations and judgments.
- The ability to think, reflect, debate, discuss and evaluate processes (both human and physical).
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate geographical knowledge derived from a range of sources.

Assessment & Impact

The ***Impact*** at St Bartholomew's can be constantly monitored through both formative and summative assessment opportunities. Each Kapow lesson includes guidance to support teachers in assessing pupils against the learning objectives which teachers can then adapt to their individual classes. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

*We assess pupils as we observe them during lessons and when teachers mark their work.

*Geographical skills and learning can be enhanced through effective verbal and written questions.

* Staff use the rising stars progression framework to support assessment judgements.

Formative assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on. Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson.

Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with nine multiple choice questions and one open-ended question. In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered. Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

SEN

It is important for teachers to plan work in geography which facilitates high expectations, matches children's needs and helps them to make progress.

Teachers implement and develop strategies to support SEN pupils whilst supporting inclusion in geography. Teachers plan for appropriate pace and use a range of kinaesthetic /multi-sensory tools to promote enjoyment and progress.

Knowledge and skills can be developed in small steps through analogies, drama and practical activities. Paired and group work in history is widely used and can foster interpersonal and communication skills. Carefully matched work suited to the child's own needs and range of learning can promote confidence and stimulate an interest in future learning, leading to a better understanding of the world around them.

The geography subject leader monitors samples of children's work across the school and conducts regular work scrutinies (book looks). Furthermore, in KS2 their pupil voice is taken into consideration to help teachers to plan an effective and inspiring curriculum.

Monitoring and review

Monitoring of the standards of work and the quality of teaching in Geography is the responsibility of the subject leader.

The work of the subject leader also includes supporting colleagues in the teaching of Geography, updating staff on current developments in the subject and providing lead and direction for the subject in the school.

Observations of teaching, planning and work scrutiny take place over the course of the year in order to maintain and continue to raise standards.