Geography Curriculum

"Geography is the subject which holds the key to our future."

Michael Palin

At Manor Primary School, the aim of our curriculum is to prepare our pupils to be lifelong learners by equipping them with a full range of skills and knowledge to ensure that they are ready for the next steps in their education as well as preparing them for the wider world.

Purpose Of Study



PURPOSE OF STUDY

"A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time."

Our Curriculum Intent



INTENT

- At Manor Primary School, we have chosen to use the Kapow scheme for Geography. We have applied our “Made for Manor” approach to ensure that the scheme is adapted to suit the needs of our learners both contextually and academically. We have chosen this scheme because:

- 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 geographers. 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.

- The scheme aims to build an awareness of how Geography shapes lives at multiple scales and over time. The hope is to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

- The scheme supports teachers in developing their subject knowledge and skills, enabling the delivery of engaging, well-informed lessons with confidence. The curriculum is designed to be both accessible and ambitious, ensuring all learners’ full participation and potential achievement.

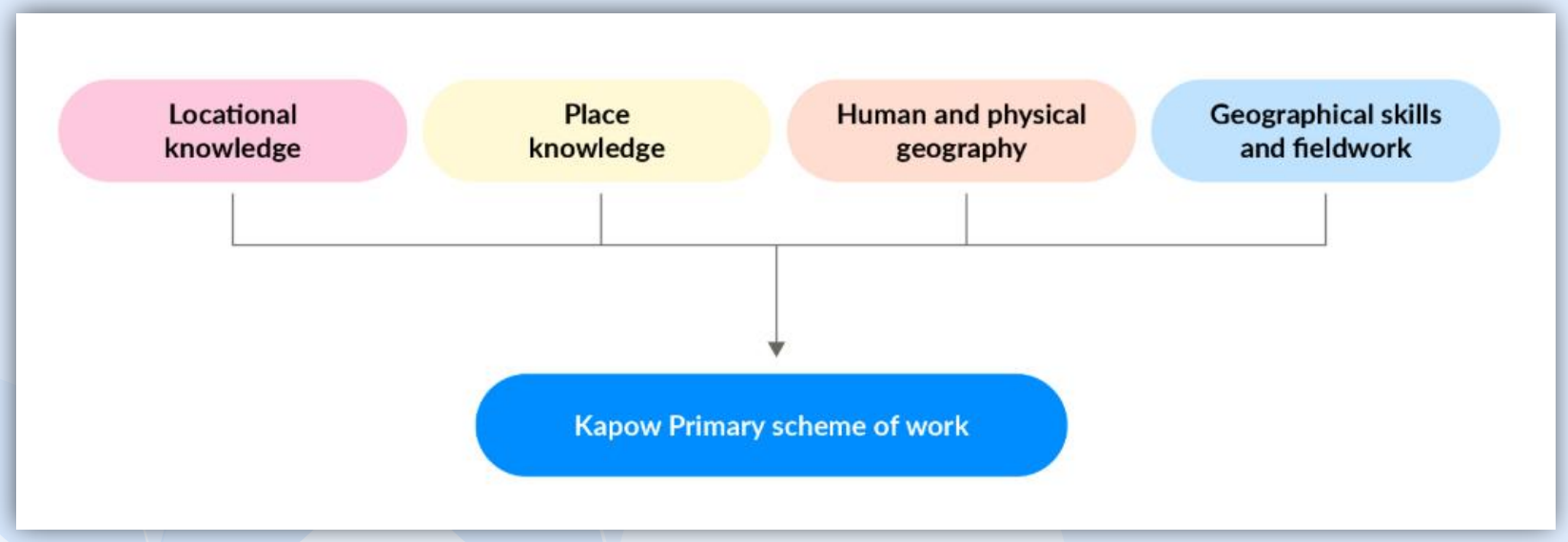


The four strands:

The National curriculum organises the attainment targets for Geography under:

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

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.



OUR CURRICULUM KNOWLEDGE

- Ofsted's Geography research review helps to define these Geography knowledge strands as:
- Disciplinary knowledge.
- Substantive knowledge.
- Procedural knowledge.

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.

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.

Procedural knowledge
Knowing how to
Pupils gain procedural knowledge primarily through the Geographical skills and fieldwork strand.



CURRICULUM SEQUENCING

- 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.

- In Key Stage 2, 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.



TRANSITION FROM EYFS TO KS1

- **Continuity of Learning**
- Kapow Primary's Geography scheme aligns with the statutory EYFS guidance.
- Key themes and skills introduced in EYFS are revisited and developed further in Key stage 1, ensuring continuity and progression.
- This transition is aided by the continuity of learning created by the curriculum strands, which run from EYFS to Year 6. We can pinpoint how knowledge develops in Reception and how this creates the foundation for learning in Key stage 1.

- **Building on early experiences**
- Lessons build on curiosity, exploration and discussion, which are central to EYFS learning. As pupils move into Year 1, more structured activities are gradually introduced.
- In Key stage 1, oracy, questioning and storytelling help children transition from informal to more formal subject-based learning.

- **Development of key skills**
- The scheme supports the progressive development of skills, such as observation, reasoning and problem-solving, which are introduced in EYFS and strengthened in Key stage 1.
- Adaptive teaching strategies ensure all learners are supported as they transition to more formal learning approaches.
- **Cross-curricular links**

- The scheme connects with EYFS Early Learning Goals, making links with communication and language, understanding the world and expressive arts to create a seamless transition.
- It fosters independence and confidence, supporting children as they adapt to the expectations of Key stage 1 learning.



INCLUSION AND DIVERSITY

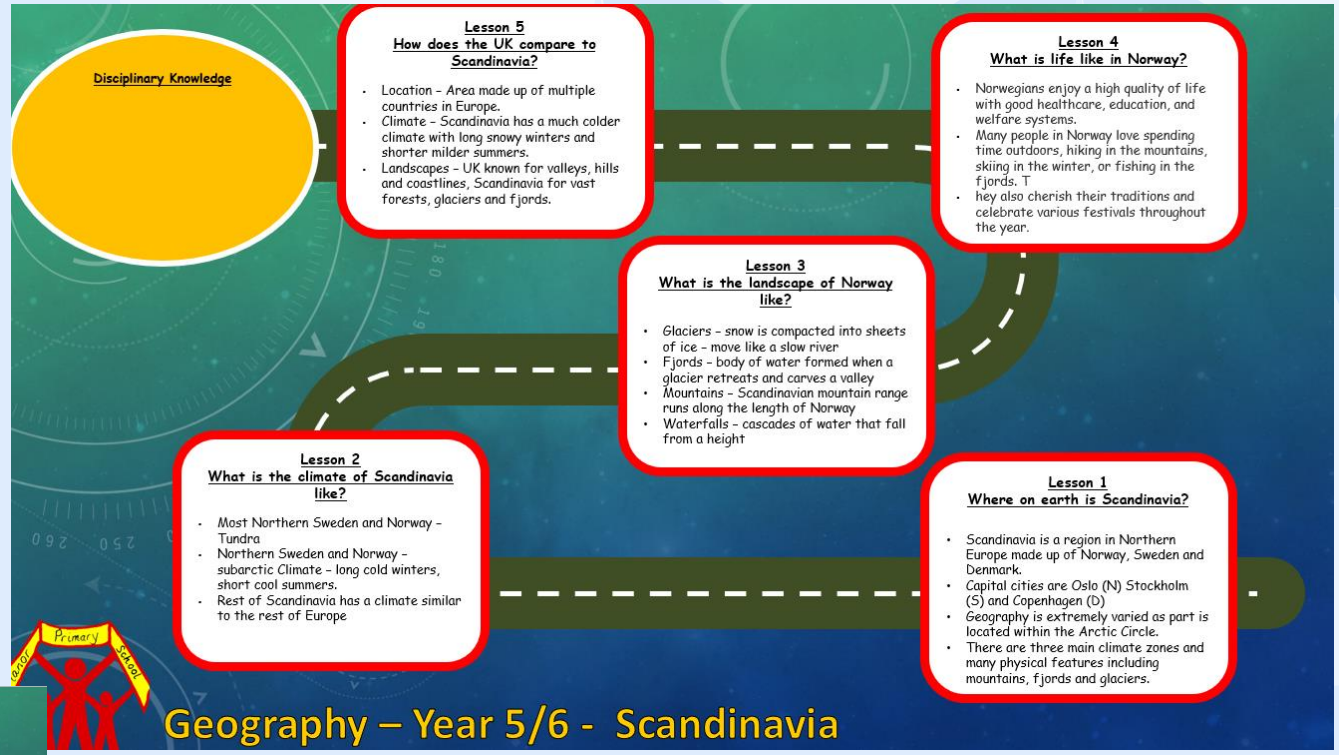
- Kapow Primary's Geography scheme has been designed to represent a range of cultures and races.
- Where appropriate, colonial choices and their impact on geographical issues are explored.
- The scheme's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.
- Within sensitive units, questions have been included to support children's lived experiences and backgrounds.
- Resources and case studies are carefully considered to encourage the children to think about their role in society and to respect the many ways in which people's lives have been influenced.
- The scheme supports children in appreciating the complexity of people's lives, the diversity of societies and the relationships between different groups.

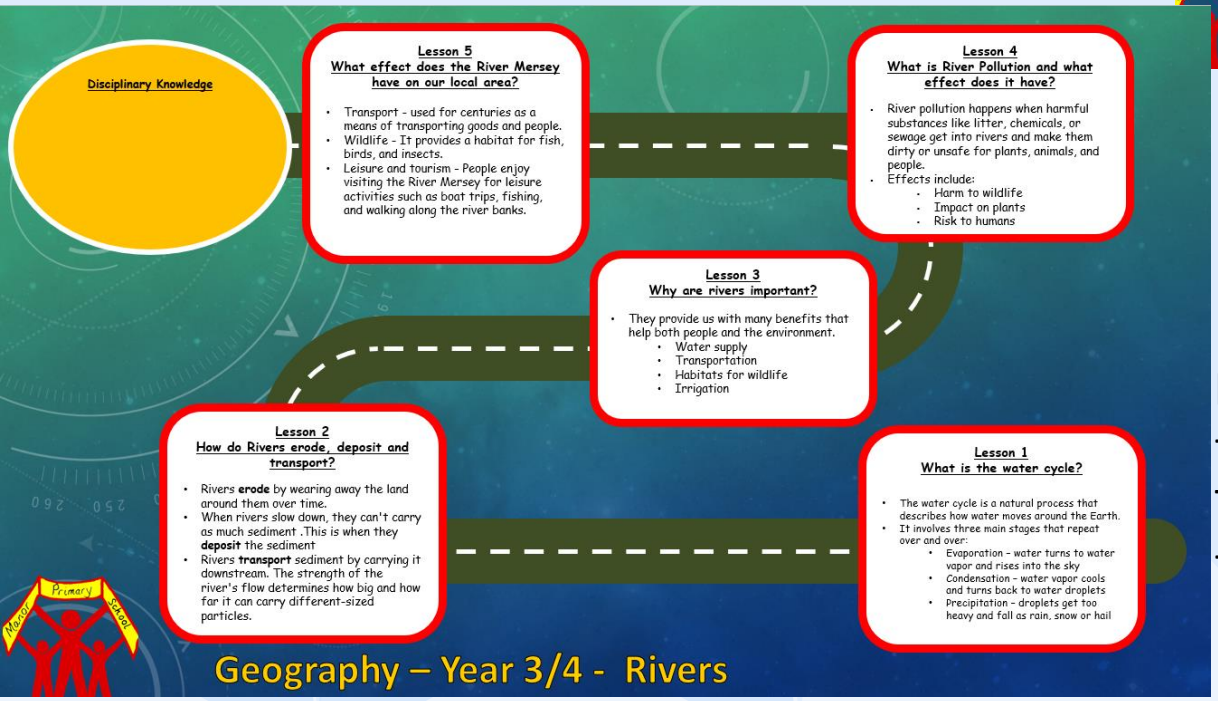


What does Geography look like at Manor?



ENDPOINTS



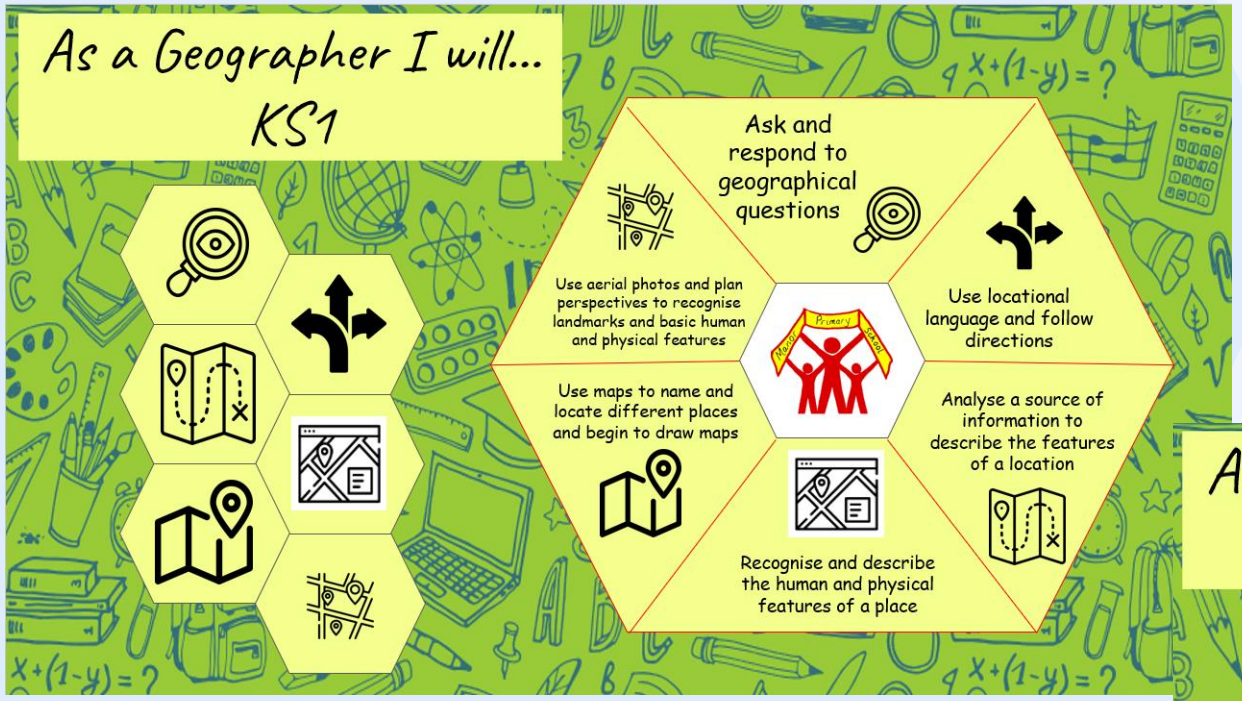


For each lesson, we have identified the key substantive knowledge that needs to be achieved by the class in order for them to successfully move onto the next lesson.
The key disciplinary knowledge has also been identified for the topic with a focus on the chronological understanding.

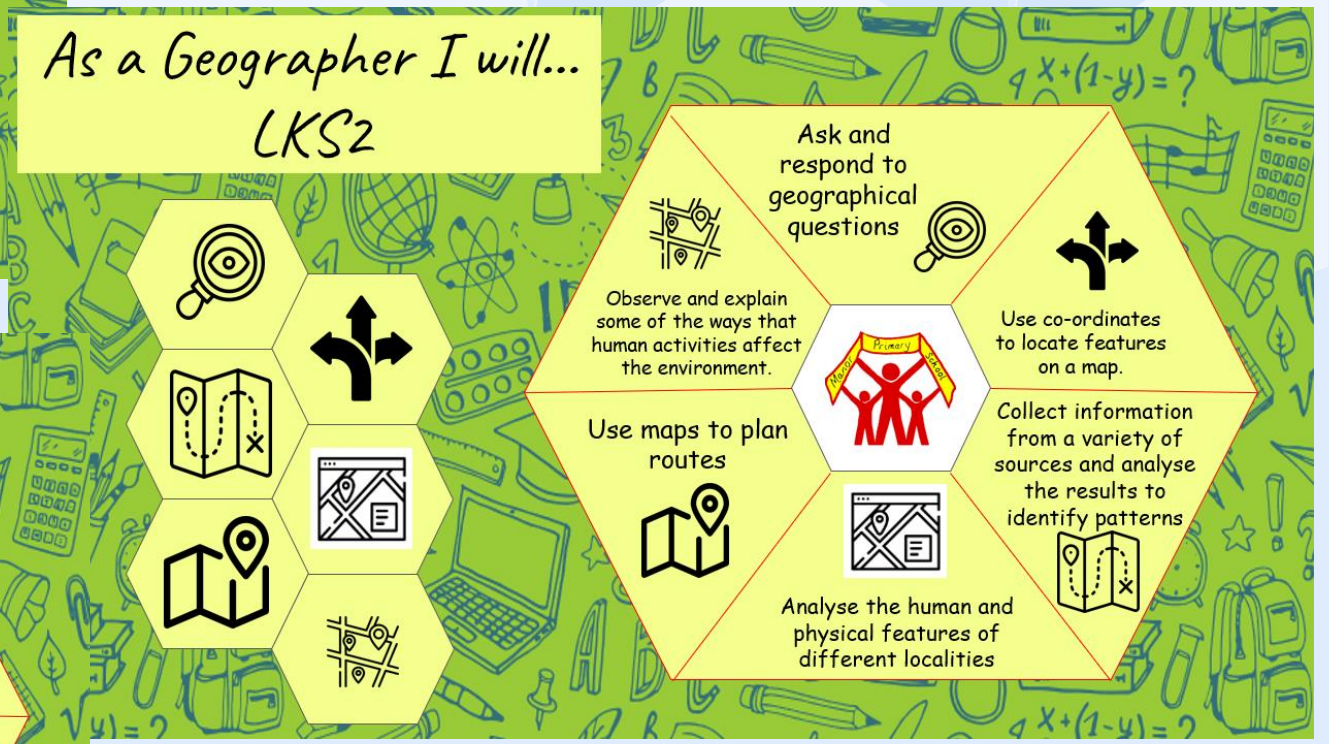
As a Geographer...



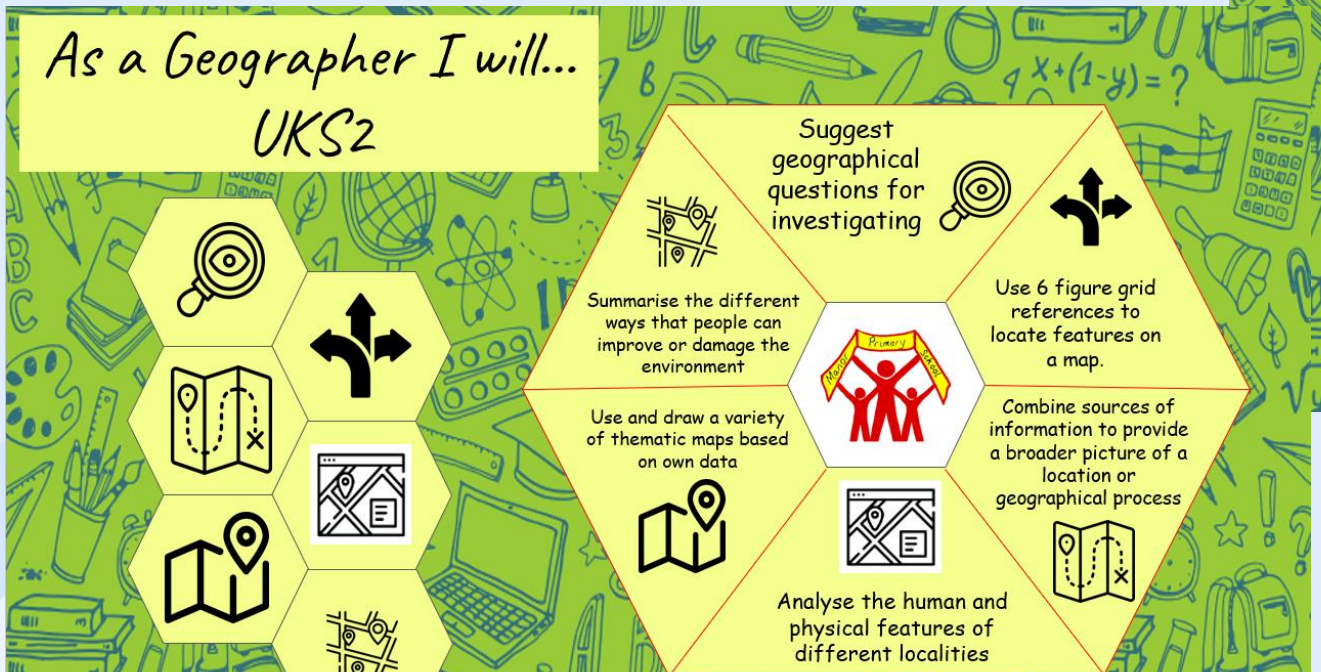
As a Geographer I will... KS1



As a Geographer I will... LKS2



As a Geographer I will... UKS2



FUTURE ASPIRATIONS

Here are some of the jobs you could aspire to do in the future as a historian.

- Cartographer: Creates and updates maps using data from surveys, satellites, and GIS technology.
- Town Planner (Urban Planner)Plans and develops towns, cities, and infrastructure, focusing on housing, transport, and sustainability.
- GIS Specialist (Geographic Information Systems)Uses computer systems to collect, analyse, and present geographical data for mapping and decision-making.
- Environmental Consultant: Advises companies or governments on how to manage environmental issues like pollution, waste, and conservation.
- Climatologist: Studies weather patterns and climate change, helping predict future environmental conditions.
- Disaster and Emergency Planner: Plans responses to natural disasters like floods or earthquakes, helping protect people and property.
- Sustainability Officer Works to make businesses or local governments more environmentally friendly and resource-efficient.
- Travel or Tourism Officer: Promotes tourism by researching destinations and developing sustainable travel experiences.
- Geographer (Academic or Researcher)Studies Earth's physical features or human societies, often working in universities or research institutions.
- Transport Planner Designs and improves transport systems to reduce congestion and environmental impact.