Amport CE (Aided) Primary School

COURAGE COMPASSION RESPECT
Intent Statement
Geography

Intent

Our 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 concepts, terms and vocabulary.**

Our scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

Implementation

We use the Kapow scheme of work

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

Impact

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities.

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

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September 2025

four strands across each year group. The Progression of skills and knowledge shows the skills taught
within each year group and how these develop to ensure that attainment targets are securely met by
the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts.

The National curriculum coverage document shows which of the units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The scheme of learning 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.

Enquiry questions form the basis for each Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions are 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 represent 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 ofenquiry, 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

The children's understanding is assessed in each unit using the Learning Objectives from Kapow to ensure each strand of the National curriculum is being taught. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

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 scheme of learning 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.

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. Each lesson provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available if 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. Geography is taught to Mixed Aged classes over a two-year cycle. During units involving map-work, fieldwork, or enquiry-based tasks (e.g. using atlases, globes, maps, photographs, planning investigations), pupils demonstrate their geographical skills — such as interpreting maps, observing features, collecting and presenting data — which form explicit assessment points to check understanding of place, scale, human/physical geography.	● Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day. ● Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies. ● Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

Lessons often end with a “wrapping up” activity: written or oral reflections, class discussions or peer talk — allowing pupils to articulate what they have learned, reflect on their understanding, and for teachers to assess deeper comprehension beyond written tasks. The Kapow scheme of learning provides clear opportunities for Assessment for Learning (AfL) through structured questioning, discussion tasks, and practical activities that enable teachers to gauge pupils’ understanding in real time. Insight is used to collect and analyse progress and attainment data.	

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