



Geography at Mulbarton Primary School

The national curriculum for geography aims to ensure that all pupils:

- ✿ *develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes*
- ✿ *understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time*
- ✿ *are competent in the geographical skills needed to:*
- ✿ *collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes*
- ✿ *interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)*
- ✿ *communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.*

Intent

At Mulbarton, our geography curriculum 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 Kapow 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.

Implementation

The purpose of study and the aims of the national curriculum for geography (2014) state:

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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our Geography curriculum is designed to be taught for one hour each week, alternating with History every half-term. The National curriculum organises the attainment targets for Geography under: Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork. The Kapow Primary 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. New learning is weighted toward the start of each key stage, allowing ample opportunity for it to be revisited and applied in later years. As a result, knowledge accumulation may look heavier in some year groups than others. We have progression of knowledge and skills documents for each year group.

Impact:

Each unit of work will contain formative and summative assessments. Formative assessment opportunities will take place within lessons such as questioning, retrieval practice and interactive activities.

Summative assessments will take place at key points and at the end of units to measure understanding. Summative assessment tasks allow children to show what they have learned.