

Bishops Nympton Primary School

Geography

Intent, implementation and impact statement

Intent

Our geography curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world and their local environment; in other words, to think like a geographer. We want pupils to develop the passion and confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our curriculum, 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 and community around them.

Our curriculum 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 and experience in our local environment across each year group.
- A deep interest and active knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.
- Opportunities and accessibility for all students in our school to be supported and challenged.

Our Geography curriculum enables 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. 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.

*our geography curriculum follows the mixed age planning sequences provide by [Kapow Primary](#)

Implementation

The national curriculum:

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**

Our geography curriculum has a clear progression of skills and knowledge within these four strands across each year group. Our **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 our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The document also reflects which Development matters statements and Early learning goals are met in each activity within the EYFS units.

*see progression of skill and knowledge, geographical key concepts and national curriculum coverage documents

Provision:

To provide our curriculum we use the Kapow Primary mixed aged scheme which 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.*

Teaching and learning within geography for pupils in the EYFS is delivered and monitored via the 'Understanding the World' strand of the curriculum, supported by the resources on Kapow Primary. This is delivered via a range of topics including about their immediate environment and the wider world. This learning provides a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals.

Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. We make use of enquiry questions to form the basis for our 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.

Fieldwork:

Each sequence 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 our 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.

Our curriculum is supported by extra-curricular activities including our yearly participation and training for the [Exmoor challenge](#) and our unique, annual school fundraiser: "The Hawkrigde Hike" (in 2023 we walked 22 miles!). These activities incorporate map-reading skills, a knowledge of our children's local area and community spirit in a competitive and enjoyable fashion.

*see accompanying sample unit of work

What this looks like across the year:

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. To accompany each unit of lessons Kapow includes multiple teacher videos to develop subject knowledge and support CPD. Kapow Primary has been created with the understanding that not every teacher can be an expert in the geography curriculum and every effort has been made to ensure that teachers feel supported to deliver lessons of a high standard that ensure pupil progression.**

Geography is a statutory subject so to provide a sufficient and full coverage, in Key stages 1 and 2, Geography is taught in three units across the year, alternating each half term. Each unit consists of at least 6 lessons taught weekly in these half terms and incorporates fieldwork (local or further afield) and where opportunities present themselves parent and community involvement.

Learning in class is broadened and supported through a selection of fiction and non-fiction texts which accompany units of learning. These exist within writing units as part of the English curriculum, as class readers or books for the children to access in their own reading time. In addition, each class will produce one project alongside a geography topic each year to provide opportunities for parents and our school community to share in and encourage children's learning.***

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Our year 5s and 6s have the opportunity to visit London in the Summer term (next trip Summer 2025) where they can encounter and explore an urban environment vastly different to their own.

*see example Knowledge organiser

** see accompanying sample unit of work

***see example of class 3 project: why are rainforests important to us?

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 formative and summative assessment opportunities; reviews of past lessons and past sequences and children's confident use of knowledge organisers.

Via Kapow, each lesson includes guidance to support teachers in assessing pupils against the learning objectives. 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.

Pupils should leave Bishops Nympton Primary 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 our geography curriculum 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.
- Through end of unit quizzes, knowledge catchers and opportunities to present their answers to enquiry questions, via written, spoken or digitally recorded means children will demonstrate progress in the key geographical concept and skills. In this fashion teachers will be able to accurately assess and evidence the delivery and learning of the geography curriculum.
- Geography will be assessed on end of year reports for pupils to take home and in termly parent consultations.
- 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.
- Possess the, age appropriate, subject specific vocabulary required to access and explore geography throughout their school experience (see vocabulary progression document).