



Ickworth Park Primary School

Subject Overview: Geography

Intent	Implementation	Impact
Through the geography curriculum at Ickworth, we aim to: • Meet the national curriculum expectations for geography detailed in the school curriculum documentation. • Provide children a high-quality tuition and level of challenge in their geography learning that inspires a love of the subject and appreciation of its importance in our understanding of changing global trends. • Provide the children multiple opportunities to practise their skills across their primary years, developing both geographical skills and knowledge. • To become curious and explorative thinkers with a diverse knowledge of the world; to think like a geographer. • To develop fieldwork skills across each year group and use the local area to enhance learning experiences. • Embed a deep interest and knowledge of pupils' locality and how it differs from other areas of the world. • to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. • To build an awareness of how Geography shapes our lives.	To successfully implement these ideals, staff should: • consistently follow the school's planning scheme, using Kapow to achieve high-level learning outcomes for each year group. The National curriculum organises the Geography attainment targets under four strands: • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork • The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. • 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. • 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.	The expected impact of following the Kapow Primary Geography scheme of work 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. • Identify and understand how various elements of our globe create positioning, including latitude, longitude, the

	Staff should: • Ensure that the skill progression is used to inform the planning and expectations for an appropriate level of challenge for the children. • Ensure that appropriate and challenging vocabulary is used in lessons consistently and appropriately by pupils. • Challenge children appropriately with open questioning and stimulating lesson contexts. • Seek support from the subject leader to address any queries with delivering the curriculum or resources. This may take the form of undertaking CPD or reviewing resources where necessary. • Incorporate various learning styles from independent tasks to paired and group work in lessons 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 unit 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 incorporated. When assessing children's level of achievement, staff should: • Use appropriate skill level from the curriculum documentation to ensure assessments are line with national expectations.	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. The impact of the school's geography curriculum will be examined through the following lenses: • Monitoring and analysis of pupil progress. • Pupil voice discussions about their learning and attitudes to enquiry-based learning. • Moderation through work scrutiny by the subject lead, within and across phases to ensure accurate assessment of both skills and knowledge.
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	• Make observations during lessons and on the children's completed tasks to inform assessment judgements. The subject lead should: • Ensure appropriate resourcing is in place for effective delivery of the curriculum. • Continue to reflect on the provision and resourcing in place in school, updating and refining as necessary for the benefit of the children's learning. • Support staff in planning lessons and assessing children's understanding in the subject and relevant skillset. • Support all staff, where required in training and organising appropriate CPD.	
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