

**Geography**

**Intent**

Our vision is through our geography curriculum the children will have opportunities to question, explore and appreciate the everchanging interconnected world they live in with understanding, tolerance, respect and empathy whilst gaining geographical knowledge and skills.

At Horwich Parish the KAPOW geography scheme of work is followed. However, units have been made bespoke through using the school’s links with the local area, the local special geographical and historical features, the school community, the school’s contacts, incorporating the school’s mission statement, incorporating the school’s sustainability ad climate action plan, our children’s voice and the topical events that interest them. We want to develop the following character traits: a desire to explore; an appreciation of our world; and to care for our world.

The planning is also made bespoke so that it is inclusive and allows maximum learning opportunities for each individual child including the disadvantaged and SEND.

The following KAPOW documents (mentioned in the geography policy) are also evidence to show how knowledge and skills are logically and coherently developed to allow maximum learning and progression.

***Geography Progression of Knowledge and Skills***

*The Geography Progression of Knowledge and Skills document gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National Curriculum. Within each Key Stage, knowledge is often introduced at the start of the Key Stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As there are only three units per year group, progression statements in Key Stage 2 are shown for Lower Key Stage 2 and Upper Key Stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.*

***Progression of Geographical Concepts***

*The Progression of Geographical Concepts document shows how Kapow’s Geography curriculum builds pupils' understanding of the concepts of: Place, Space, Scale, Interdependence, Physical and human processes, Environmental impact, Sustainable development, Cultural awareness and Diversity.*

***Long Term Geography Planning***

*The Long-Term Geography Planning document gives information on how the curriculum has been designed, suggested order for teaching Geography units with flexibility. It shows how following Kapow enables the school to meet the statutory guidance for Geography.*

***Intent, Implementation and Impact Plan***

*This document outlines the intent and rationale behind Kapow Primary’s Geography scheme of work, how to implement it and how to measure pupil progress and impact.*

***National Curriculum coverage and National Curriculum mixed-age coverage***

*These documents show all the National Curriculum targets and which units work towards them.*

**Implementation**

All teachers will plan and teach geography using the KAPOW scheme of work. See above listed KAPOW documents to make sure implementation occurs and allow pupils from their individual starting points to have opportunities to return, deepen and cumulatively secure previous knowledge and skills from the content of the curriculum whilst helping them integrate and demonstrate new knowledge and skills as well.

High quality resources from KAPOW and other resources, for example Digimap, and fieldwork are planned into the lessons to support learning.

All teachers have good subject knowledge in geography and they use this to present subject matter clearly, promoting opportunities for discussion, independent thinking and check pupils’ understanding routinely and systematically in all lessons through high quality questioning and feedback using Rosenshine methods.

All teachers adapt their teaching in geography to respond to pupils’ learning needs within and beyond lesson, including all groups of learners (especially SEND and disadvantaged pupils).

All teachers have high expectations of all pupils and ensure that work for the most and the least able is challenging & suitably demanding.

All teachers use KAPOW summative and formative assessment in both knowledge and skills plus there is retrieval planned at the start of each lesson. Work will also be monitored by the subject leader and a portfolio of geography work which exemplifies and shares standards and illustrates progress.

**Impact**

The children develop detailed knowledge and skills across geography and, as a result, achieve well. See KAPOW documents listed. Their assessment is monitored and evaluated.

the subject curriculum is of good quality.

The children are ready for the next stage of education. All children including SEND, disadvantaged and more able children achieve the best possible outcomes in this subject.