



## St. Stephen's Junior School

### Curriculum Overview: Geography

#### Curriculum Intent:

At St Stephen's we use Kapow Primary's Geography scheme of work. This 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.

The Kapow Primary scheme we use at St Stephen's 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.



## Progression in learning:

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

The Geography scheme we use at St Stephen's has a clear progression of skills and knowledge within these four strands across each year group. Geographical key concepts are woven across all units rather than being taught discretely.

An example of progression in one of these strands, Place knowledge, is shown below.

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Discussing how climates have an impact on trade, land use and settlement.</p> <p>Explaining what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p>	<p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how humans have used desert environments.</p> <p>Using maps to explore wider global trading routes.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>