Geography

Long-term plan

Mixed-age

Our Mixed-age Long-term plan covering the KS1 and KS2 national curriculum objectives in three units a year for Y1/2, Y3/4 and Y5/6 classes.

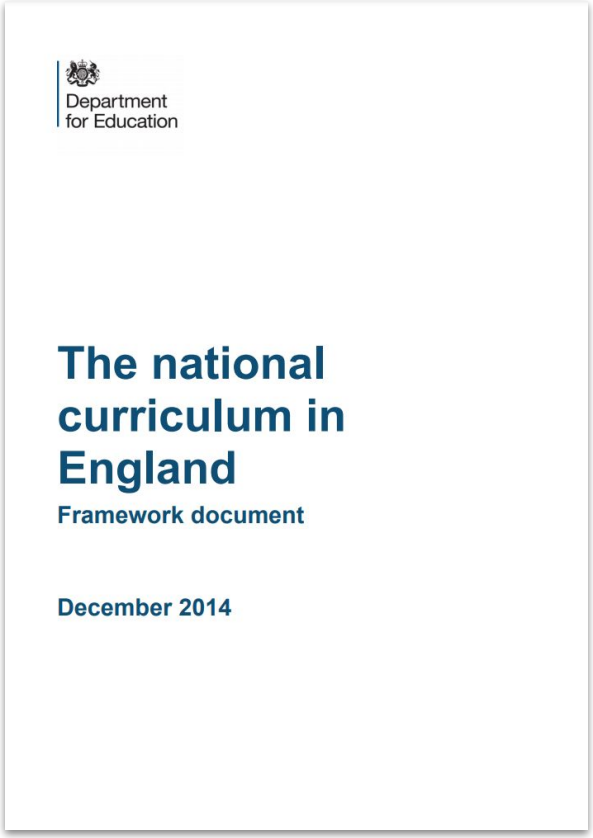
This document is regularly updated to reflect changes in our content and the most recent version can always be found here.

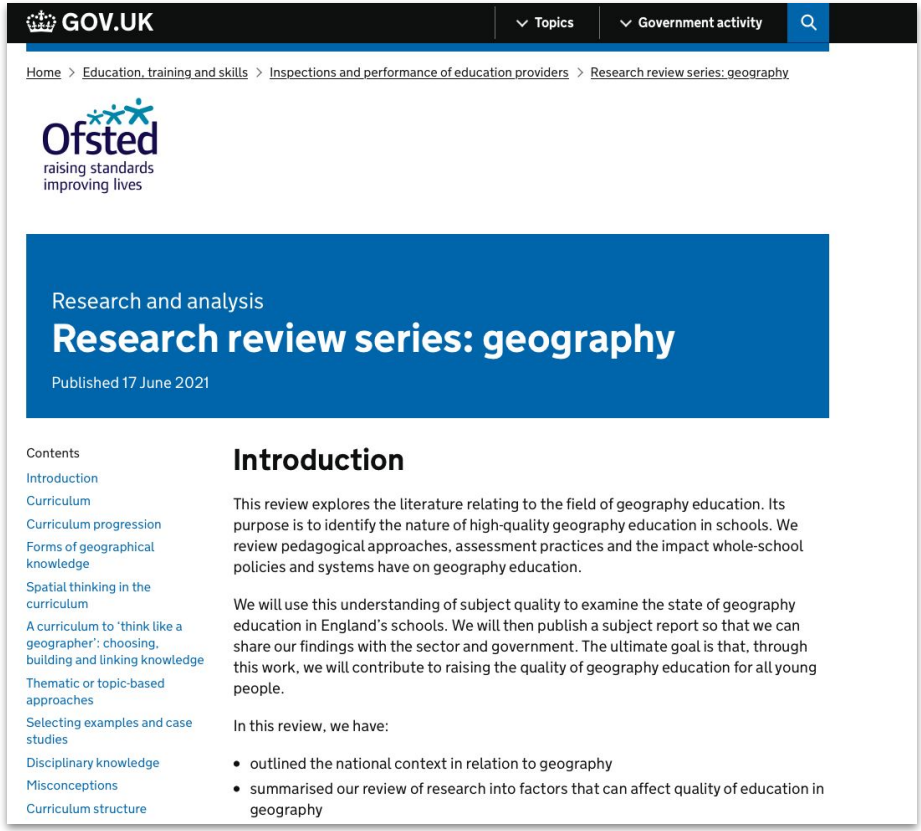
This version was created on 24.04.23

Contents:

How does Kapow Primary help our school to meet the statutory guidance for Geography?

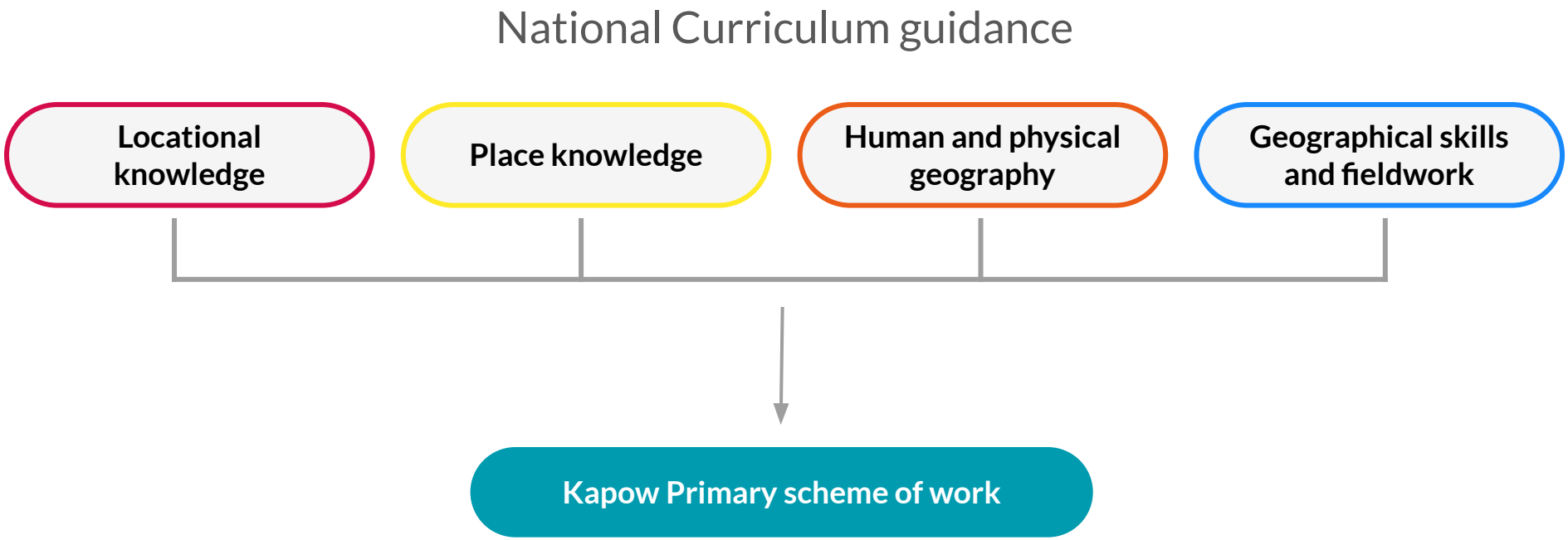
Our scheme of work fulfils the statutory requirements for Geography outlined in **The national curriculum (2014)** and was created based on the principles outlined in the Ofsted Research review series: geography





How is the Geography scheme of work organised?

The national curriculum organises the attainment targets for Geography under **Locational knowledge, Place knowledge, Human and physical geography** and **Geographical skills and fieldwork** and so we have planned our Geography curriculum with these strands running through each and every unit.



Exploring the four strands.

Locational knowledge

An understanding of locational knowledge helps pupils to:

- Develop their sense of place and identity.
- Develop an appreciation of distance and scale.
- Learn about the orientation of the world.

In the Early years, pupils learn positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this. In Key stage 1 and 2 they extend this to more technical terms such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations.

Pupils also need to learn about absolute positioning systems such as latitude and longitude to develop an understanding of location affects many of the earth's systems.

Place knowledge

'Place knowledge' builds on 'Locational knowledge. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities.

During primary school, pupils make comparisons between different places but also study the same place over time.

Human and physical geography

A knowledge of physical and human processes helps pupils to describe and explain different environments.

Pupils in Key stage 1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features.

In Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time.

It is important that pupils understand how human and physical processes interact.

Geographical skills and fieldwork

Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place.

This begins in Key stage 1, with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places.

Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world.

Pupils learn how to observe and record the environment around them and this supports them in retaining key geographical knowledge.

Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.

There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.

Different types of knowledge in Geography

Substantive knowledge
('knowing about')

Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it.

This content is separated into the following areas in the National curriculum and within our scheme of work:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

These four areas are explained in more detail in the previous slide. It is important that pupils also understand the relationships between these four different areas.

Disciplinary knowledge
('ways of knowing')

Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice.

Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Please see our enquiry cycle for further information on these processes.

Progression in disciplinary knowledge is shown in our **Geographical skills and fieldwork** strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.

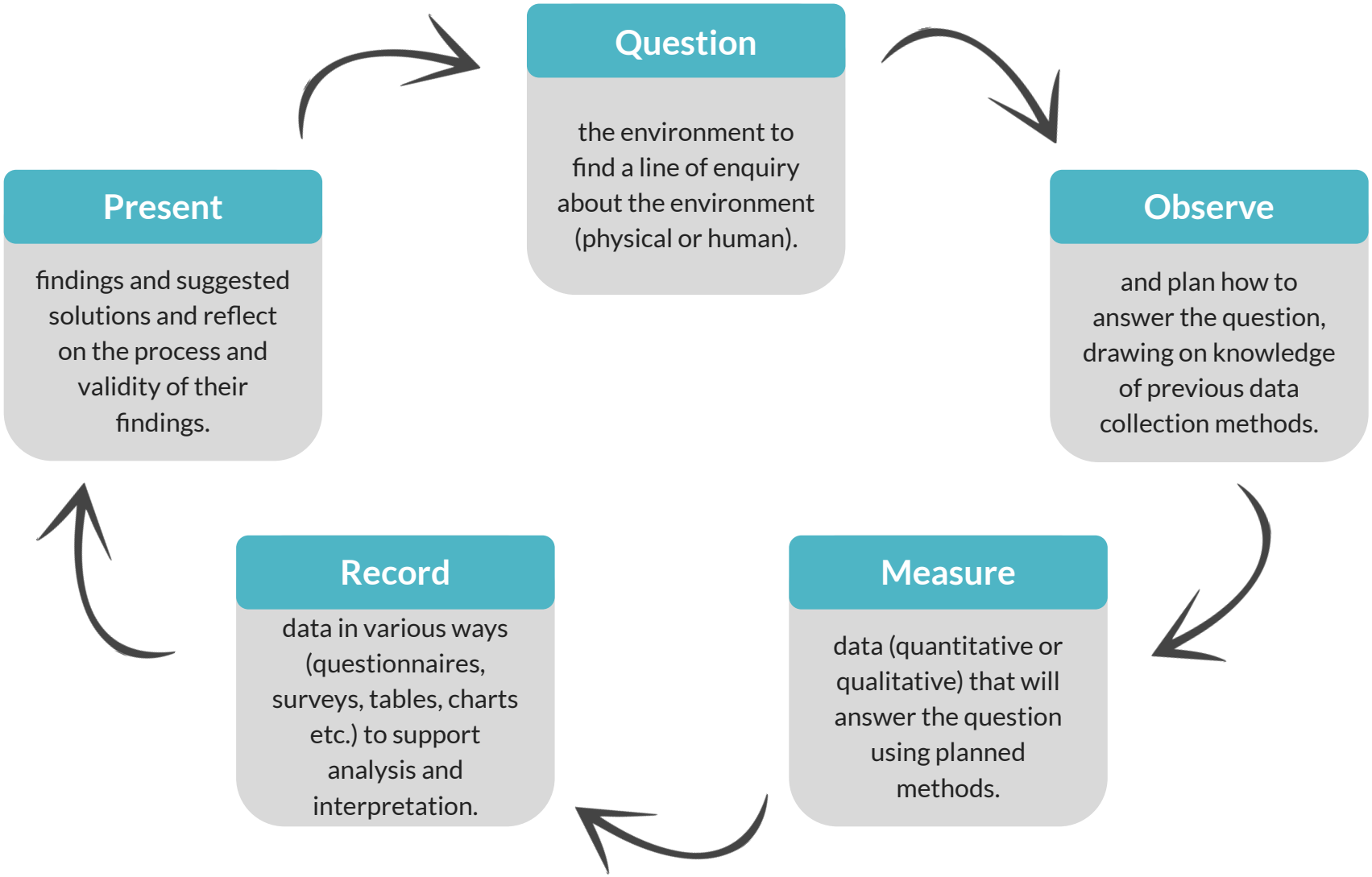
Procedural knowledge
('knowing how to')

Pupils gain procedural knowledge primarily through the **Geographical skills and fieldwork** strand.

They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are be built upon over time and feature across units where most appropriate for the enquiry question. **Please see our Fieldwork planner to ensure that you are prepared for the fieldwork lessons in advance as some of them require off-site visits.**

Observing

- Maps and compasses to follow routes.
- Annotated field sketches.
- Aerial photographs.
- Transects.
- Magnifying glasses to observe in more detail and classify.
- Sketch maps.

Measuring

- Likert scales.
- Rain gauges
- Thermometers.
- Non-standard measurements (for example, drawing around a puddle with chalk).

Recording

- Drawing routes on maps.
- Annotated maps.
- Digital photographs.
- Using simple recording techniques to record their feelings.
- Questionnaires.
- Interviews.
- Tally charts.
- Audio recordings.
- Sketch maps to show spatial patterns.

Presenting

- GIS (digital mapping).
- Bar charts
- Pictograms.
- Pie charts.
- Presentations.
- Letters.
- Slideshows.
- Non-chronological reports.
- Verbal.
- Posters.
- Video.
- Balanced arguments.

A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical**: Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth**: Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge**: Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Is there any flexibility in the Kapow Primary Geography scheme?

Our Geography scheme of work is organised into units consisting of six lessons.

Within each unit, lessons must be taught in order as they build upon one another.

The Autumn units in Year 1/2 should always be taught first as they introduce concepts which are built upon in the following units.

The six units in lower key stage 2 can be taught in any order but should all be taught within Years 3 and 4. The six units in upper key stage 2 can be taught in any order but should all be taught within Year 5 and 6.

This document gives the recommended order but flexibility in the order the units can be taught allows schools to adapt the planning to suit their school and to make use of cross-curricular links available.

Assessment in Geography

Formative assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our Geography: Assessment spreadsheet which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

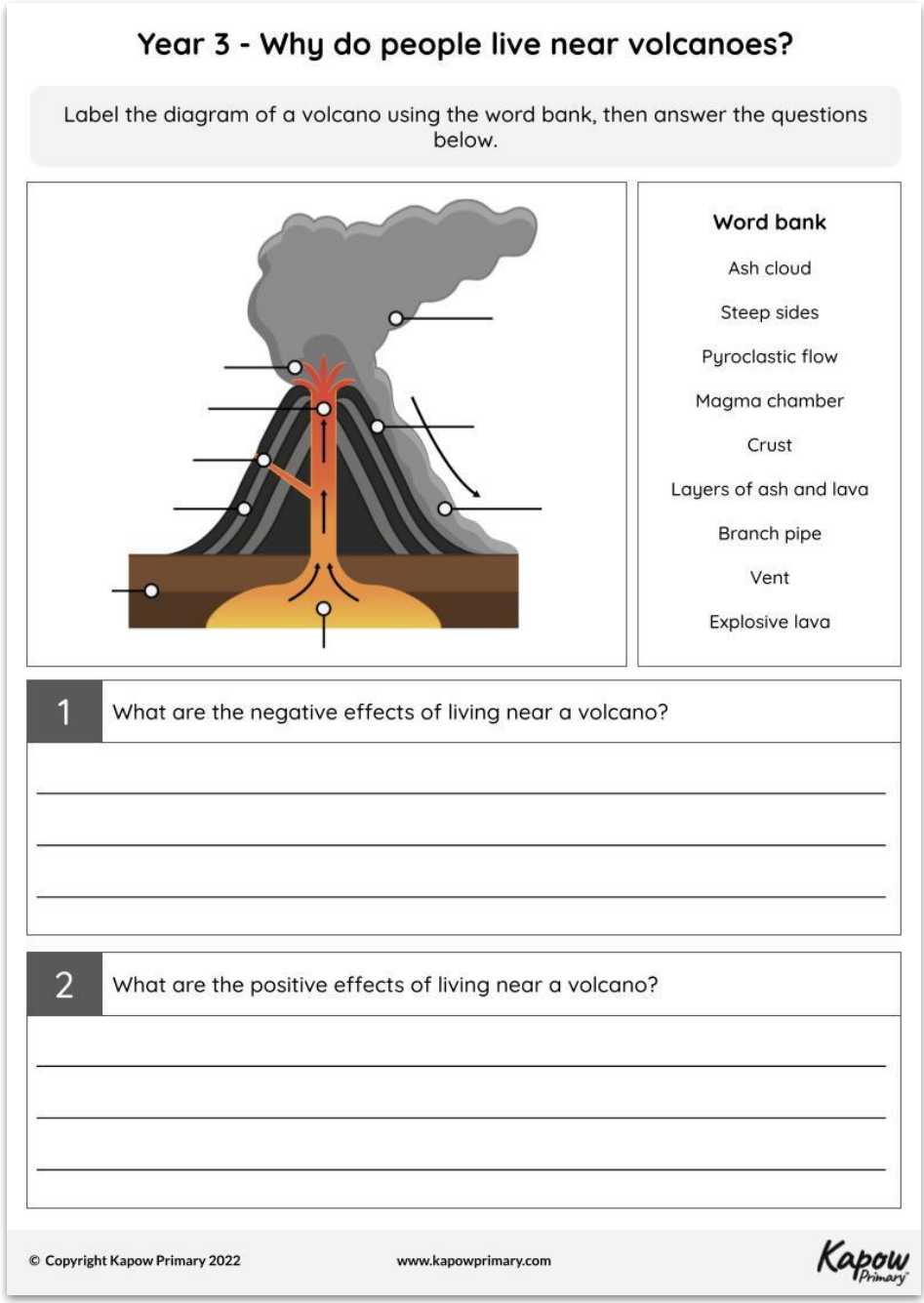
Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with nine multiple choice questions and one open-ended question.

In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

It is suggested that teachers keep all forms of assessment as children move through primary school so that the subject lead and teachers will have a record of children's learning.



Year 3 - Why do people live near volcanoes?

Label the diagram of a volcano using the word bank, then answer the questions below.

1 What are the negative effects of living near a volcano?

2 What are the positive effects of living near a volcano?

 www.kapowprimary.com

Other useful documentation

There are a number of key documents that can support you in planning and delivery of the Kapow Primary Geography scheme. Visit the Subject planning page for more.

✓ National curriculum coverage document *(Mixed-age version coming soon!)*

- Shows which of the National curriculum attainment targets are covered by each unit.

✓ Progression of skills and knowledge document: *(Mixed-age version coming soon!)*

- Shows how understanding and application of key concepts and skills builds year on year.

✓ Knowledge organisers - one per unit:

- One page overview of the key knowledge and vocabulary from a unit to support pupils' learning.

✓ Equipment list

- Lists the equipment needed for each unit of lessons, to help you prepare ahead of time.

✓ Intent, Implementation, Impact statement

Suggested long-term plan: Geography- Outline (Mixed-age cycle)

Cycle A				Cycle B		
Year 1/2	Year 3/4	Year 5/6		Year 1/2	Year 3/4	Year 5/6
What is it like here?	Why do people live near volcanoes?	What is life like in the Alps?	Autumn	**Where am I?** New unit - coming soon!	Who lives in Antarctica?	Why does population change?
What is the weather like in the UK?	Why are rainforests important to us?	Would you like to live in the desert?	Spring	Would you prefer to live in a hot or cold place?	Are all settlements the same?	Why do oceans matter?
What can you see at the coast? New unit - coming soon!	Where does our food come from?	Where does our energy come from?	Summer	What is it like to live in Shanghai?	What are rivers and how are they used?	Can I carry out an independent fieldwork enquiry?