



Geography Guidance

Homerswood Primary and Nursery School

Written: June 2025

Geography Guidance

Aims of the guidance

- To establish an agreed approach to what constitutes quality teaching and learning in Geography.
- To enable staff to identify key features of effective teaching and learning and help ensure they match the abilities, attainments, interests and experiences of pupils.
- To provide an agreed focus for the monitoring and evaluation of teaching and learning in Geography.
- To instil a love of learning and the ability to make connections.
- To incorporate other aspects of the curriculum as outlined in the school's curriculum overview document.

Underlying Principles

The following principles form the basis of this document:

- The needs and progress of the learner are central to planning, delivery and assessment of the curriculum.
- Learning promotes sustained progress and achievement for all pupils, including those with SEND, disadvantaged and most able pupils.

Intent

Our ambitious Geography curriculum is designed to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world, which encourages pupils to think like a geographer. Enabling pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings.

At Homerswood School, we use Kapow Geography to help pupils build an awareness of how Geography shapes our lives at multiple scales and over time. This in turn will encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. The Kapow Geography scheme follows a spiral curriculum model, where key knowledge and skills are revisited and developed with greater complexity over time. Locational knowledge is reinforced in every unit, supporting our belief that this repetition strengthens pupils' grasp of core geographical concepts like scale and place.

The Homerswood tracks are embedded within our Geography Curriculum supporting pupils to develop the understanding that everyone has the right to a voice, reflecting the British Value of individual liberty. It also promotes mutual respect and tolerance, and deepens our shared responsibility to protect the environment. The curriculum encourages pupils to consider the ethical impact of lifestyle choices on global communities and promotes respect for diversity through inclusive teaching and collaborative learning.

Implementation

In Reception and Nursery, Geography is taught through a range of activities based on the areas of learning and development, as outlined in the DfE's 'Statutory framework for the Early Years Foundation Stage'. In Geography these activities are used to develop pupils' knowledge and understanding of the 'People Culture and Communities' and 'The Natural World.' Geography within Reception and Nursery is continually assessed through conversations, observations and photographs.

In Years 1 to 6, Geography is delivered as a discrete subject for one hour each week. Each class studies three carefully sequenced units per year, taught during the first half of each term. The curriculum is designed to make meaningful links within and across units, enabling pupils to build secure understanding of geographical knowledge and skills by applying them to answer enquiry questions. Each enquiry question is open-ended with no preconceived answers and are therefore genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, pupils learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each six-lesson unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Kapow Geography follows an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present. Ensuring pupils 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.

Lessons are varied, engaging and hands-on, allowing pupils to experience the different aspects of a geographical enquiry. Pupils are encouraged to communicate their knowledge and understanding using a variety of approaches, e.g. writing, drama, debate, modelling and using ICT. 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.

Each lesson includes guidance on how to adapt teaching to ensure all pupils, including those with SEND can access the content, while also providing opportunities to extend learning where appropriate. Knowledge organisers support pupils in developing a strong foundation of factual knowledge by reinforcing the recall of key facts, concepts, and vocabulary.

Pupils' learning in Geography is enriched through class visits, guest speakers, local geography walks, and interactive workshops.

At Homerswood, we believe it is important for the whole school community to engage with national events that celebrate the world and its people. These include Cultural Diversity Day, Earth Day, Refugee Week, and Parliament Week.

Through our Votes for Schools Assemblies we also respond to current issues such as the War in Ukraine, and discuss key issues such as 'Can the fashion industry slow down its impact on the environment?' and 'Would you buy second hand clothes to help the environment?'

Impact

Pupils develop their geographical knowledge and skills through a carefully planned sequence of activities, aligned with the National Curriculum, which build on prior learning and personal experiences. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. In addition, every unit features a skill catcher and a knowledge assessment quiz, which can be used at the end of the unit to support summative assessment.

Progression documents are reviewed regularly and passed on with each cohort to help identify what pupils have understood. This ensures that the next teacher can build on prior knowledge and continue the spiral progression of the curriculum. The subject leader will regularly gather assessment information to

identify strengths and areas for development, ensuring a consistent and secure learning journey for all pupils across the school. The subject leader will carry out pupil interviews to provide opportunities for children to demonstrate their geographical knowledge, use key vocabulary, respond to questions, and reflect on the aspects of their learning they have enjoyed most.

From this, the pupils should leave Homerswood equipped with a range of skills to enable them to succeed in their secondary education.

Safeguarding Links

Our Geography curriculum provides pupils the opportunities to explore diverse cultures, customs, and ways of life. This promotes an appreciation of differences and supports the development of respectful attitudes toward others. In turn, pupils feel safer and more valued when their own cultural identities are recognised and respected within the learning environment.

Consultation

This guidance was written in conjunction with the National Curriculum, Kapow Geography Scheme and in line with the values of Homerswood Primary School.

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