



'Together we Flourish and Achieve'

Our Curriculum

Geography

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Geography Curriculum

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Intent

By the end of their time at Spaxton and Stogursey, pupils won't just know where places are on a map—they will understand why geography matters. They will have the knowledge, curiosity, and skills to navigate the world with confidence, seeing it not as something distant, but as something they have the power to explore and influence. We use the resources in Kapow to support our delivery of this intent.

At Spaxton and Stogursey, we believe that all children should:

- Experience an exciting and empowering journey, designed to broaden pupils' horizons and inspire a lifelong curiosity about the world beyond our village. Our curriculum recognises that not every child will have had the opportunity to travel beyond our village—and that's where Geography has the power to inspire.
- Explore global locations, cultures, and environments, to fuel ambition and curiosity,
- Be encouraged to want to see the world for themselves rather than feeling isolated in their immediate surroundings.
- Be taken from the familiar landscapes of our rural surroundings to the vast diversity of national and international locations, ensuring they develop a deep, connected understanding of the world.
- Build on their learning moving from local, to national, to global, so that as pupils grow, their awareness of the world expands with them.
- Develop strong locational knowledge, learning to accurately place key locations around the world in relation to Spaxton and Stogursey and other areas studied.
- Explore global phenomena, from climate change to natural disasters, learning how these occur, why they matter, and how they shape the places we study.
- Make comparisons, building a rich picture of similarities and differences between places, understanding not just where places are, but why they are the way they are.

- Develop a deep understanding of both human and physical geography, recognising the benefits and challenges of different environments.
- Investigate the impact of human activity on the planet, understanding how people interact with and shape the world's natural resources.
- Engage in fieldwork, equipping pupils with the skills to conduct meaningful geographical enquiries, using the right methods to gather and analyse data.

Using the resources in Kapow, our Geography curriculum also provides opportunities for pupils to develop a deep awareness of the climate emergency and their role in shaping a sustainable future. Pupils explore what is needed to reverse climate change, analysing the consequences of inaction and identifying practical, positive steps they can take to contribute to global and local solutions. Through discussion, research, and real-world examples, they develop the confidence to take meaningful action in response to the challenges facing our planet.

This is underpinned by our school curriculum intent which in turn is underpinned by the QET principles.

At Spaxton and Stogursey, we deliver a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, that has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development:** It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at Spaxton and Stogursey are well-rounded and prepared for next stage of learning and any other future challenges.
2. **Engagement and Motivation:** A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum offer helps cater to different interests and learning styles, making education more enjoyable and effective for all.
3. **Critical Thinking and Problem-Solving:** Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect:** Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village rural location.
5. **Preparation for Future Learning:** Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond.
6. **Personal Growth and Well-being:** Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

Our school curriculum is supported by the resources provided in Kapow but is designed by us to reflect our mixed aged classes and to meet the needs of the children in our school. It is underpinned by the Quantock Education Trust curriculum principles (SMART) which guide the development and review of the curriculum in all schools in the Trust:

- A strong and carefully Sequenced curriculum, so that children and young people's learning progresses in a way that builds knowledge intentionally and cumulatively

- A curriculum that Motivates children and young people so they can value and experience joy in learning whilst developing their own unique voice.
- An Ambitious curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A curriculum that is Responsive, so that it meets the needs of children and young people in our local community as well as opening doors to the wider world.
- A curriculum that is Transformative, so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

Implementation

At Spaxton and Stogursey, we teach in mixed-age classes and implement a 2 year rolling programme in Key Stage 1 with the reception curriculum running alongside this to fulfil the requirements of the EYFS curriculum, Understanding the World. In key stage 2 there is a four year rolling programme to ensure a progressive and coherent curriculum. As far as is possible units where prior knowledge is required are grouped within the same cycle. **It is imperative that it is understood that children will meet what is expected at the end of a phase rather than at the end of a year.** This is crucial in understanding our curriculum.

Although units are sequenced, **teachers have autonomy to add or delete component parts to meet the needs of their classes.**

All staff use high-quality teaching and make use of explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and technology to ensure a supportive environment for all pupils, without exception.

At the start of each unit, teachers use a range of assessment techniques to ascertain pupils' current attainment and skill level, and adapt planning where necessary. This continues throughout the unit, including addressing any identified misconceptions or misuse of vocabulary. At the end of the unit, teachers assess current skill and knowledge to inform future planning.

Geography is taught in half termly units three times a year. (with History being taught in the other three half terms.)

Outcomes for Geography at Spaxton and Stogursey

These statements show what we want children to know, understand and do by the time they leave our school.

Know	Understand	Do
key places' locations in the world in relation to other places known	how near or far away from Spaxton and Stogursey these places are	locate places around the world accurately
global phenomena and the processes by which they happen	using specific terminology, how these phenomena are caused and the consequences for them occurring	explain how the phenomena studied are created, change and happen
different places by Geographical grouping such as countries, continents, tropics and biomes	where these places are in the world in relation to areas studied	build own picture of where places are around the world
significance of specific places in relation to global phenomena being studied	why places are the way they are and why they cause certain phenomena	explain the significance of places and phenomena being studied
similarities and differences between places being studied	why places are similar and different to each other	build a picture of what places are like around the world, describing vividly
human and physical geography features	the benefits and drawbacks of such aspects of human and physical geography being studied	describe human and physical geography and explain their importance in enquiries
the impact of human activity on the planet	the causes and consequences of human activity	explain how humans make use of natural resources including other humans
the benefits of different methods of fieldwork	the benefits of using different fieldwork methods when investigating places	choose the right method for successful completion of fieldwork
about the climate emergency	what is needed to reverse climate change and the consequences of not doing enough	take positive action on the climate emergency
about minimising your impact on the environment when conducting outdoor activities (Outdoor learning activities, for example).	the benefits to learning of outdoor education, balanced with minimising impact.	participate responsibly in outdoor education

Geography Topic Overview

Reception – reception children are taught as a discrete group

Autumn 1	
Autumn 2	Exploring Maps
Spring 1	
Spring 2	Outdoor Adventures
Summer 1	
Summer 2	Around the World

Key Stage 1	Cycle A	Cycle B
Autumn 1		
Autumn 2	What is it Like here?	Where Am I?
Spring 1		
Spring 2	What is the Weather Like in the UK?	Would you Prefer to Live in a Hot or Cold Place?
Summer 1		
Summer 2	What Can you See AT the Coast?	What is it Like to Live in Shanghai?

Key Stage 2	Cycle A	Cycle B	Cycle C	Cycle D
Autumn 1				
Autumn 2	What are rivers and how are they used?	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Spring 1				
Spring 2	Why do oceans matter?	Why are rainforests important to us?	Where does our food come from?	What is live like in the Alps?
Summer 1				
Summer 2	Where does our energy come from?	Can I carry out an independent fieldwork study?	Would you like to live in a desert?	Why does population change?

Impact and Assessment

In Key stage 1 and 2 at the beginning and end of each unit of work, children are assessed on what they know and what they want to find out. This is done in a variety of ways depending on the topic.

At the end of the topic they will be asked to record their knowledge of what they have been taught, this may take a variety of forms.

Impact of small steps are assessed during and after each lesson using a variety of AfL techniques. This allows teachers and TAs to identify individual children who need additional support and adaptive strategies putting in place. Key areas of misconception are prioritised through retrieval practice.

At the end of the year teacher assessment is recorded on Arbor, our inhouse MIS system.

Inclusion

At Spaxton and Stogursey we believe that **All** teachers are leaders of SEND, and as such is it our responsibility to ensure an inclusive approach to promote the wellbeing and academic progress of **all** our children in whole curriculum. By removing barriers to learning and supporting the growth of the whole child we are helping **all** to succeed.

In the Trust, we have adopted an evidence-based approach to supporting **all** of our children as we believe what is good for all can be vital for some.

We use the EEF 'Five a day' principles to support our repertoire of teaching strategies daily in response to individual needs.



These work in conjunction with Rosenshine's Principles of instruction such as small step learning, modelled examples, independent practice.

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