

Intent, Implementation and Impact

Intent

At Quinton Primary School, our Geography curriculum aims to inspire pupils to become curious, explorative, and critical thinkers who understand and appreciate the world and its people. Aligned with the National Curriculum for Geography in England and delivered through the Kapow Primary Geography Scheme of Work, the curriculum develops both substantive knowledge (facts about places, people, resources, and environments) and disciplinary knowledge (how geographers investigate, interpret, and analyse the world).

Through the Kapow strands, pupils develop:

- **Locational knowledge:** understanding continents, countries, cities, and key physical features, and how they interrelate.
- **Place knowledge:** recognising human and physical characteristics that make places unique and comparing similarities and differences across locations.
- **Human and physical geography:** exploring processes such as settlement, trade, climate, biomes, natural hazards, and human impacts on the environment.
- **Geographical skills and fieldwork:** collecting, recording, analysing, and presenting data using maps, atlases, globes, digital tools, and field investigations.

Our intent is to nurture pupils who can confidently ask geographical questions, critically analyse evidence, and understand how geography shapes human lives at local, national, and global scales. We also aim to foster respect for cultural diversity, environmental sustainability, and the interconnectedness of the modern world.

Implementation

Geography is taught through the sequenced Kapow Primary Geography Scheme of Work, ensuring progression from EYFS to Year 6. The scheme follows a spiral curriculum, revisiting key knowledge and skills with increasing complexity, particularly locational knowledge, to consolidate understanding of concepts such as scale, place, and interconnection.

The curriculum explicitly covers the four National Curriculum strands:

1. **Locational knowledge** – pupils progressively build knowledge of the UK, Europe, the Americas, and key global locations.
2. **Place knowledge** – pupils explore similarities and differences between local and distant places.

3. Human and physical geography – pupils investigate patterns, processes, and interactions in natural and human environments.
4. Geographical skills and fieldwork – pupils practise enquiry-based methods including observing, measuring, recording, and presenting data.

Lessons are enquiry-led, knowledge-rich, and varied, including independent, paired, group, practical, and digital tasks. Fieldwork opportunities occur both in the school grounds and on larger-scale visits, allowing pupils to apply skills in authentic contexts. Cross-curricular links are embedded to enable meaningful application of geographical knowledge.

Teachers are supported through detailed lesson guidance, videos, and knowledge organisers to ensure strong subject knowledge and effective delivery. Geography is timetabled weekly to ensure consistent skill progression and knowledge retention, and the subject is promoted through enrichment activities, themed weeks, and local visits to enhance pupil engagement and awareness of the world.

Impact

The impact of the Geography curriculum is measured through a combination of formative and summative assessment, ensuring pupils achieve the National Curriculum expectations and build confidence as geographers. Assessment approaches include:

- **Assessment for Learning (AfL):** ongoing teacher observation, questioning, discussion, and targeted support during lessons.
- **Unit Quizzes and Knowledge Catchers:** to measure knowledge acquisition at the start and end of each unit.
- **Practical Application:** pupils present findings using maps, data analysis, digital tools, and fieldwork outcomes.
- **Tracking and Progress Evidence:** pupil work and fieldwork records are monitored to track attainment and identify gaps, which are addressed through revisiting prior learning.

Pupils develop a secure body of geographical knowledge and skills, including:

- Comparing and contrasting human and physical features across the UK, Europe, and the Americas.
- Understanding the location and interaction of physical elements such as climate, biomes, natural hazards, and the water cycle.
- Recognising human land use, trade, and resource distribution, and understanding the positive and negative impacts of human activity.

**Belong, grow, love to learn,
cherish memories, shine together!**



- Confidently using maps, atlases, globes, digital mapping, compasses, grid references, and aerial imagery.
- Understanding latitude, longitude, hemispheres, tropics, and time zones.
- Designing and completing their own geographical enquiries using appropriate methodologies, data collection, and digital tools.
- Meeting the 'Understanding the World' Early Learning Goals in EYFS and National Curriculum expectations by the end of Key Stage 1 and 2.

Through the Kapow scheme, pupils leave Quinton Primary as curious, confident, and inspired geographers, with the critical thinking skills, knowledge, and practical experience to succeed at Key Stage 3 and beyond, and to engage meaningfully with the world around them.