



**Curriculum Intent for Geography**

**Vision:**

**Building a Hopeful Future through Kindness, Learning and Trust**

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

**Be Positive and Active Citizens:** We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.

**Be Curious and Independent Members of Society:** We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.

**Have Confidence and Perseverance: Through trusting each other, we** empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.

**Have the Courage to Respectfully Challenge:** We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can **build** a better future.

**Know their heritage:** We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.

<p><b>Kindness</b></p> <p>Show kindness in geography lessons through empathy, active listening, and respectful discussions.</p>	<p><b>Learning</b></p> <p>Children are learning about the world; both how physical landscapes and human society differentiates.</p>	<p><b>Trust</b></p> <p>Courageous advocacy; trust in the existence of things that they have not personally seen or experienced.</p>
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Intent	Implementation	Impact
<p><b>We intend that our geography curriculum will:</b></p> <p>At Kirkby la Thorpe, our intent is to deliver a <b>high-quality, ambitious and inclusive Geography curriculum using a combination of Cornerstones (EYFS) and Kapow Primary (KS1–KS2)</b> that inspires pupils to become curious, knowledgeable and reflective geographers from the very start of their learning journey.</p> <p>In <b>EYFS</b>, Geography is delivered through the <b>Cornerstones curriculum</b>, which provides a <b>carefully mapped and sequenced progression from F1 to F2</b>. This ensures that:</p> <ul style="list-style-type: none"> <li>• There is a clear <b>developmental distinction between Nursery (F1) and Reception (F2)</b> in knowledge, language, independence and enquiry.</li> <li>• Learning builds securely from early exploration of the immediate environment, people and places, towards early geographical thinking such as simple</li> </ul>	<p><b>Curriculum Content</b></p> <p>Geography is taught using the <b>Kapow Primary Geography scheme</b>, ensuring consistency, progression and high-quality delivery across the school.</p> <p><b>Curriculum Structure and Sequencing</b></p> <ul style="list-style-type: none"> <li>• In <b>EYFS</b>, Geography learning is delivered through <b>Cornerstones</b>, which is carefully mapped and sequenced to show clear progression between <b>F1 and F2</b>, supporting adults in understanding developmental expectations, progression of vocabulary and increasing independence.</li> <li>• Cornerstones provides structured guidance, continuous provision links and clear progression pathways to ensure consistency and high-quality provision across Nursery and Reception.</li> <li>• EYFS learning transitions seamlessly into <b>Kapow Geography in Key Stage 1</b>, with shared concepts, vocabulary and enquiry approaches supporting smooth progression for pupils.</li> <li>• The KS1–KS2 curriculum follows a <b>two-year rolling programme</b> across mixed-age classes, ensuring full coverage of the National Curriculum objectives while allowing pupils to revisit and deepen learning as cohorts change.</li> <li>• Long-term plans are carefully mapped so that knowledge and skills are built progressively and no content is missed over the cycle.</li> <li>• The curriculum operates on a <b>two-year rolling programme</b> across mixed-age classes, ensuring full coverage of the National Curriculum objectives while allowing pupils to revisit and deepen learning as cohorts change.</li> <li>• Long-term plans are carefully mapped so that knowledge and skills are built progressively and no content is missed over the cycle.</li> </ul>	<p><b>By the time pupils leave Kirkby la Thorpe at the end of Y6, they will:</b></p> <p>By the time pupils leave Kirkby la Thorpe, they will:</p> <ul style="list-style-type: none"> <li>• Have benefited from a <b>coherent and carefully sequenced Geography curriculum from Nursery through to Year 6</b>, with strong continuity between Cornerstones (EYFS) and Kapow (KS1–KS2).</li> <li>• Demonstrate secure early geographical foundations developed in <b>F1 and F2</b>, including language development, observation skills, environmental awareness and early mapping concepts.</li> </ul>

<p>mapping, positional language, comparison and observation.</p> <ul style="list-style-type: none"> <li>Adults are well supported through clear planning, progression guidance and continuous provision links, enabling consistent, high-quality delivery and strong subject understanding.</li> <li>Vocabulary development, communication and personal development are embedded through play-based, practical and language-rich experiences.</li> </ul> <p>Cornerstones in EYFS is intentionally designed to <b>feed seamlessly into Kapow Geography in Key Stage 1</b>, ensuring continuity of concepts such as place, environment, weather, human features, fieldwork, observation and comparison. We aim for pupils to:</p> <ul style="list-style-type: none"> <li>Develop a <b>secure understanding of the four geographical strands: Locational knowledge, Place knowledge, Human and Physical Geography, and Geographical Skills and Fieldwork.</b></li> <li>Think and work like geographers by <b>questioning, observing, measuring, recording, analysing and presenting information</b> in a range of meaningful ways.</li> <li>Build a rich and connected understanding of how <b>places and environments shape human lives and how humans impact the world over time.</b></li> <li>Use <b>accurate geographical vocabulary</b>, maps, data and fieldwork skills with increasing confidence and independence.</li> <li>Develop <b>respect, empathy and responsibility</b> for different cultures, communities and environments, locally, nationally and globally.</li> <li>Become <b>resourceful, informed and active citizens</b> who are prepared to contribute positively to their communities and the wider world.</li> </ul> <p>Kapow’s carefully sequenced curriculum ensures that both <b>substantive knowledge (what pupils know)</b> and <b>disciplinary knowledge (how geographers think and work)</b> are developed progressively from Early Years through to Year 6. New learning is weighted towards the start of each key stage and revisited through a spiral model, allowing pupils to embed, apply and deepen understanding over time. The curriculum is designed to be <b>accessible yet ambitious</b>, enabling all pupils — including those with SEND and disadvantage — to achieve success, build confidence and develop a lifelong curiosity about the world.</p> <p>(what pupils know)** and <b>disciplinary knowledge (how geographers think and work)</b> are developed progressively from Early Years through to Year 6. New learning is weighted towards the start of each key stage and revisited through a</p>	<ul style="list-style-type: none"> <li>The curriculum follows a <b>spiral model</b>, allowing pupils to revisit key concepts, locations and skills with increasing depth and complexity.</li> <li>Units are carefully sequenced to build knowledge cumulatively and avoid cognitive overload.</li> <li>The four strands of Geography run through every unit, ensuring balanced and comprehensive coverage.</li> <li>Clear progression documents support staff in understanding how knowledge and skills develop across phases.</li> </ul> <p><b>Lesson Design and Teaching Approach</b></p> <ul style="list-style-type: none"> <li>Each unit is supported by a <b>unit hub</b> containing lesson plans, key vocabulary, progression links, prior learning connections and cross-curricular opportunities.</li> <li>Lessons begin with <b>recap and recall activities</b> to strengthen retrieval, activate long-term memory and connect prior learning.</li> <li>Learning is enquiry-led and discussion-rich, encouraging pupils to explain, justify and reflect.</li> <li>A range of learning strategies are embedded, including: <ul style="list-style-type: none"> <li>Map work and atlas skills</li> <li>Fieldwork and data collection</li> <li>Use of images, videos, diagrams and case studies</li> <li>Collaborative and independent learning tasks</li> </ul> </li> </ul> <p><b>Adaptive Teaching and Inclusion</b></p> <ul style="list-style-type: none"> <li>Every lesson includes <b>adaptive teaching guidance</b> to ensure accessibility for all learners.</li> <li>Teaching strategies include: <ul style="list-style-type: none"> <li>Scaffolding and chunked tasks</li> <li>Multi-sensory approaches</li> <li>Clear modelling and structured instructions</li> <li>Flexible outcomes and varied recording methods</li> <li>Opportunities for overlearning and reinforcement</li> </ul> </li> <li>The gradual progression model supports pupils with SEND by avoiding sudden jumps in complexity and supporting steady confidence building.</li> </ul> <p><b>Assessment and Monitoring</b></p> <ul style="list-style-type: none"> <li><b>Formative assessment</b> is embedded through: <ul style="list-style-type: none"> <li>Targeted questioning</li> <li>Observation of practical tasks and discussion</li> <li>Retrieval activities</li> <li>Peer and self-assessment using success criteria</li> <li>Lesson reflections</li> </ul> </li> <li><b>Summative assessment</b> and teacher judgement are supported through Insight.</li> <li>Assessment information is used to adapt teaching, identify gaps and inform future planning.</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Kapow CPD videos and subject guidance support staff confidence and subject knowledge.</li> <li>Subject leadership ensures curriculum coherence, monitoring of standards and continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use <b>maps, geographical vocabulary, data and fieldwork techniques.</b></li> <li>Ask perceptive questions, analyse information and explain geographical patterns and relationships.</li> <li>Show <b>respect and empathy for people, places and environments</b>, recognising their responsibility as global citizens.</li> <li>Demonstrate curiosity, independence and resilience in their learning.</li> <li>Be well prepared for the demands of secondary Geography and lifelong learning.</li> </ul> <p>Impact is evidenced through:</p> <ul style="list-style-type: none"> <li>Smooth transition and continuity of learning from EYFS into Key Stage 1.</li> <li>Strong pupil engagement and positive attitudes to learning.</li> <li>High-quality discussion, reasoning and vocabulary use.</li> <li>Secure progression of knowledge and skills in work and assessments.</li> <li>Effective inclusion and progress for SEND and disadvantaged pupils.</li> <li>Teacher confidence and consistency of delivery, supported by clear progression and planning.</li> </ul> <p>Through Cornerstones and Kapow Geography, pupils develop not only strong academic foundations but also the values of <b>kindness, trust and responsibility</b>, enabling them to contribute positively to their communities and care for the world around them.</p>
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spiral model, allowing pupils to embed, apply and deepen understanding over time.  
The curriculum is designed to be **accessible yet ambitious**, enabling all pupils — including those with SEND and disadvantage — to achieve success, build confidence and develop a lifelong curiosity about the world.

#### Research links

##### **OFSTED, Geography for all, 2011**

*...ensure that, as a result of the National Curriculum Review, pupils in primary schools experience geography as a coherent subject which develops their knowledge, thinking and understanding, especially their chronological understanding,*

##### **National curriculum in England: geography programmes of study, 2014**

*A high-quality geography education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Geography helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.*

##### **Ofsted: Research and analysis - Research review series: geography, Published 14 July 2021**

*Teaching should include breadth and diversity. The review says that the curriculum should "develop pupils' understanding of a range of historical time periods. This is not done by rushing through them in outline, but through careful interplay of depth and overview studies", and that pupils should learn about a wide range of places, societies and cultures in the past.*

##### **Teaching Chronology and Ensuring Progression, Stuart Tiffany, 2022**

*Chronology underpins the narratives we are choosing to tell. These narratives should not be considered as entirely isolated episodes. It is complex so can be broken into small steps to guide pupils to a more in depth understanding. What matters most is taking the time to narrate the timeline and tell the stories depicted within it. Constructing is useful but a distant secondary to narration. Progression is knowing more and remembering more.*

##### **Key Stage Geography, Primary geography teaching**

*For Geography is so much more than a record of events; it is the -examination of the past which demands critical use of evidence...*

*Firstly, geography is the process of enquiry, the search for evidence, and the examination of this evidence by sorting, evaluating and weighing it... Secondly, historians use this evidence to imaginatively reconstruct the past – to write their geography. The problem is that evidence is nearly always incomplete. So, historians use their skills to fill in the gaps and imagine and infer how it might have been.*

##### **Good practice in primary geography, Bev Forrest and Mel Jones, 2018**

*Teaching and learning: This is a broad area but at its heart is ensuring that teaching results in effective learning for all pupils. In the most successful schools assessed, the teachers were skilled at developing the pupils as historians and consequently pupils had a strong sense of exactly what is geography and its value.*