





Geography
The Hoyle Court Curriculum Flightpath
What do we do here?



<div>INTENT</div> <div>The Hoyle Court Commitment</div> <div>‘What we want to achieve’</div> <div></div>	<div>At Hoyle Court we use Geography Education to engage, inspire, enthuse and challenge children.</div> <div>At Hoyle Court Primary School it is our vision that high quality Geography education should inspire your child with a curiosity and sense of wonder about our world and its people, which will remain with them for the rest of their lives. Geography at Hoyle Court focusses on children’s knowledge, skills and understanding. The exciting topics chosen promote a progressive range of skills and knowledge that are taught year on year.</div> <div>Our curriculum aims to equip your child with knowledge about how places and landscapes are formed and the interaction between physical and human processes. We aim to deepen children’s understanding of how people and their environment interact so that they understand how a diverse range of societies and environments are interconnected. As your child progresses through school, they are encouraged to carry out hands-on fieldwork, analyse and evaluate findings and propose solutions to environmental problems (such as climate change). Fieldwork is essential and we enjoy exciting trips to a variety of places to experience Geography in action such as studying the surroundings of Saltaire with a map and a compass!). We develop pupils’ confidence and competence in specific geographical skills including map work and use of technology (digital mapping).</div> <div>The teaching of geography builds on children’s own experience and helps them face the challenges that will shape our societies and environments at a local, national and global scale. All our children leave us with a greater understanding of our world and how human beings occupy and respond to the world they inhabit.</div> <div><p><i>“The Study of Geography is more than about memorising places on a map – it is about understanding the complexity of our world”.</i></p><p><i>(Barack Obama)</i></p></div>
<div>IMPLEMENTATION</div> <div>The Hoyle Court Delivery</div> <div>‘How we will do it’</div> <div></div>	<div>The implementation of Geography at Hoyle Court follows a long-term plan for each Key Stage. To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school.</div> <div>Geography is embedded as part of a termly sequence, focusing on knowledge and skills stated in the National Curriculum. Our Geography skills progression document ensures the curriculum is covered and the skills/knowledge taught are progressive from year group to year group. We carefully measure progress though assessment, these are specific to the skills taught in each of the topics. We track assessment data through school using our own bespoke tracking system.</div> <div>At Hoyle Court we teach using Kapow’s Geography scheme. Here is a brief overview of how this is implemented in our school: Kapow Primary’s Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts.</div> <div>Kapow’s National curriculum coverage document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The document also reflects which Development matters statements and Early learning goals are met in each activity within the EYFS units.</div> <div>The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children’s understanding of key concepts, such as scale and place, in Geography.</div> <div>The two EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics.</div>

Early Years Curriculum						
<u>Geography</u> <ul style="list-style-type: none">• Draw information from a simple map.• Recognise some similarities and differences between life in this country and life in other countries.• Explore the natural world around them.• Recognise some environments that are different to the one in which they live• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class• Understand some important processes and changes in the natural world around them, including the seasons			<u>History</u> <ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling			
Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1	What is it like here? Into the Woods	How was school different in the past? A long time ago	How am I making History? To infinity and beyond	Why is our world wonderful? Beyond my door	What is a monarch? Great Britain	What is it like to live by the coast? Holidays
Lower Key Stage 2	Are all settlements the same? The Iron Man	How did the impact of the Ancient Maya impact their society and beyond? Maya	How hard was it to invade and settle in Britain? Inside out	Why are rainforests important to us? Amazing Amazon	Why did the Romans settle in Britain? Roaming Romans	What are rivers and how are they formed? Brilliant Boildon
Upper Key Stage 2	What does the Census tell us about our local area? Saltlake	Why do oceans matter? Hidden Depths	What was life like in Tudor England? Tudors	Why does population change? Galapagos and Evolution	Why does population change? Automation and Robots	What was the impact of WW2 on the people of Britain? WW2
Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1	What is the weather like in the UK? Super-heroes	How did we learn to fly? Great and Ghastly Events	What is it like to live in Shanghai? Captivating cultures	How have explorers changed the world? Extraordinary Explorers	Would you prefer to live in a hot or cold place? Extreme climates	How have toys changed? Pirates
Lower Key Stage 2	Would you have preferred to have lived in the Stone Age, Bronze Age and Iron Age? Stone Age	Who lives in Antarctica? Awesome Authors	Why do people live near volcanoes? Mountains and Volcanoes	What was the impact of World War II on the people of Britain? Egyptians	Where does our food come from? Food Glorious Food	How have children's lives changed? Riotous Royalty
Upper Key Stage 2	What is life like in the Alps? Survivors	What did the Greeks ever do for us? The Greeks	Where does our energy come from? Earth and Space	How did the Maya civilisation compare to the Anglo Saxons? Anglo Saxons	Were the Vikings raiders, traders or something else? Vikings	Would you like to live in the desert? Bodies, Hearts and Minds

At Hoyle Court, we place high value on Geography as we feel this is important in enabling all children to gain real life, enriching and memorable experiences.

Further information regarding our approach to teaching geography can be found in our Skills Progression Document.

IMPACT
The Hoyle Court Outcomes

‘How we know it works’



We will develop every child as a successful, competent and capable individual who is ready to face the world.
We evaluate the success of our Geography curriculum, using a number of measures:

- ✓ Outcomes, including both attainment and progress.
- ✓ Children are engaged and enthusiastic about Geography and maintain a love for the subject as they are consistent challenged to achieve within the subject.
- ✓ Engagement and enjoyment – pupils will have a positive attitude towards geography which will be reflected in learning and pupil voice.
- ✓ Teachers will be providing a clear understanding of progression within Geography, using the skills progression grids to ensure coverage.
- ✓ Quality of Education - Quality first teaching – well planned, well resourced, well informed, progressive and exciting geography lessons and learning opportunities.
- ✓ A school of Geographers! Children will love geography and will seek it out in real life learning opportunities.
- ✓ Children to have experienced a range of enrichment opportunities – including fieldwork visits to enhance learning.

The impact of our geography curriculum is monitored through regular monitoring by the subject leader. This may include monitoring of sketch books, displays, pupil voice, lesson observations, photos and videos of geography lessons and staff questionnaires.

Our priorities for Geography in 2025/26 include:

- ✓ Continue to monitor the impact of our non-core afternoon model
- ✓ Ensure coverage of statutory expectations from the National Curriculum and progression in the development of skills throughout all key stages
- ✓ Develop staff knowledge and confidence in relation to the teaching of geography through tailored professional development.
- ✓ Ensure standard of work is consistently high
- ✓ Ensuring a consistency in all staff understanding and delivering quality first teaching consistently in geography.
- ✓ Continue to monitor attainment in geography through summative and formative assessment methods.
- ✓ Continue to monitor teaching and learning through learning walks and book looks.

