

Earlsmead Geography

Our Geography Curriculum

- Our Geography curriculum identifies the knowledge and skills that our children are to learn. The knowledge in geography is organised into two forms: Substantive Knowledge and Disciplinary Knowledge.

Substantive Knowledge in Geography

Substantive Knowledge is the content that is to be learned. This is followed through the national curriculum and is broken into the following strands:

- Locational knowledge
- Place knowledge
- Human and physical processes
- Geographical skills

This is also explicitly shown within our curriculum coverage. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Disciplinary Knowledge in Geography

Disciplinary knowledge considers how geographical knowledge originates and is reviewed. It is through disciplinary knowledge that children learn the practices and skills of geographers.

This is the action taken with a particular subject to gain knowledge i.e. using evidence to construct a claim or using map skills to see changes in practise.

We look at the sequence of learning across the years, the relationships between different forms of knowledge (highlighted in the substantive knowledge box).

Why Kapow?

- Clear progression of skills across year groups – a build-up of knowledge.
- Focus on both the substantive (knowledge within the different strands of geography) and disciplinary concepts (how knowledge is formed, debated and contested).
- Recurring – children return to the same disciplinary and substantive concepts throughout their primary years.
- Increasing depth – each time a concept is revisited, it's covered in further depth.
- Prior knowledge – recap and recall, through quizzes, starters focusing on prior learning and plenary questions.
- Teacher knowledge section for those who need background on the subject and clear cross curricular links.
- Range of activities suggested involving collaboration and clear adaptive teaching idea.