



## Knowledge and skills: Introduction

At Polehampton, we first considered the concept of knowing more, doing more and remembering more. Therefore, from our research, we have a shared and consistent understanding of different types of knowledge. Each subject will have a different ratio of distribution for these types of knowledge, and the types of knowledge can (and most often do) intersect.

**1. Knowledge** refers to the body of facts, information, understanding, principles and concepts etc. of a subject. In other words, this could be referred to as the main component knowledge that pupils might learn (e.g. knowing capital cities or names of countries/continents), as well as the understanding that pupils may develop about how those facts were established (aka disciplinary knowledge). Finally, as well as considering how a fact was established, we may also consider its degree of certainty and how it continues to be revised. Pupils need to know information in some form in every subject, even in practical subjects, because there will be an element of theory behind the skill that can be shown/displayed.

**2. Skills** refers to the techniques required to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. using equipment accurately to measure rainfall or temperature changes). Skills are often incremental and require regular practice. It is about being able to know how to actually demonstrate that skill or procedure.



Polehampton's Infographic on Knowledge and Skills

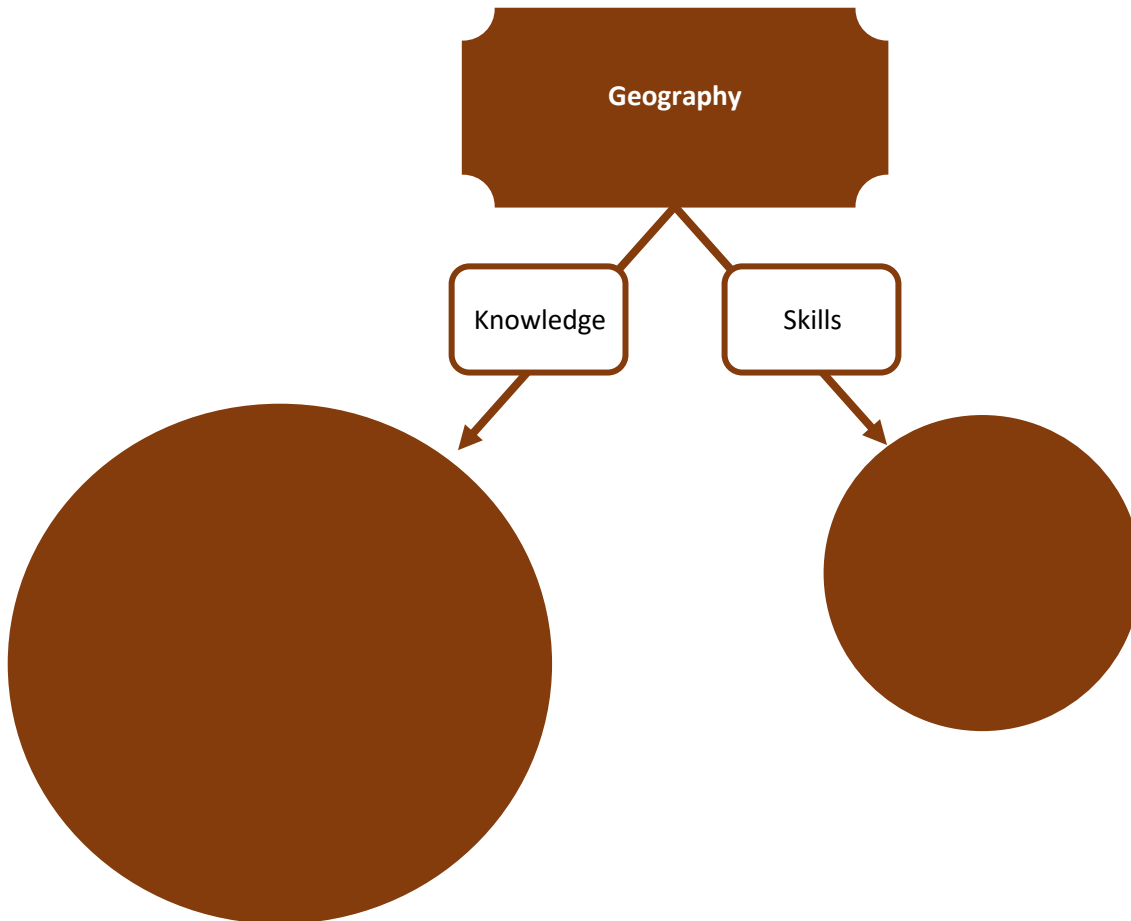
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## Knowledge distribution

We recognise that different subjects have different weightings of knowledge and skills. The infographic below highlights what we consider to be the ratio of each form of knowledge within this subject:



## Our vision

Geography at Polehampton engages and inspires children to learn about the world around them. Pupils are taught by using key questions in each lesson/unit to help them develop new knowledge and begin to apply specific skills which are taught and modelled. This includes using (where appropriate and practical to enhance the learning) skills such as field and map work. We take the pupils' backgrounds and experiences into consideration where it can enhance the curriculum, choosing countries or areas to study which are relevant to our cohorts. This includes utilising our local area and surrounding areas. However, we ensure this does not affect the clear progression we have developed for this subject. Geography at Polehampton allows children to understand more and more about our world, as well as how they can respectfully interact with the environment and the cause and effect of human and physical actions.

### Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), geographical learning is primarily embedded within the 'Understanding the World' area of learning, which encourages children to explore their environment, recognise differences between places and begin to develop a sense of the world around them. Through observation, discussion and hands-on experiences, children explore features of their local environment, discuss seasonal changes and learn about different places, people and cultures. The children learn about their local area through a 'Twyford is Terrific' walk, where they find out about the local amenities in the village. The children are encouraged to compare their experiences of life in

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this country with life in other countries by using stories and non-fiction texts. These foundational experiences prepare children for the Key Stage 1 Geography curriculum, where they begin to develop more structured geographical knowledge, such as naming continents, oceans, and UK countries. The children explore maps through play and develop basic geographical vocabulary. The emphasis in EYFS on curiosity, observation, and discussion supports the later development of geographical skills, ensuring a smooth transition into the National Curriculum, where children deepen their understanding of physical and human geography, locational knowledge and fieldwork.

### Key Stage 1

In Key Stage 1 (KS1), pupils develop knowledge about their local area, the UK and the world. Pupils learn to name and locate the world's seven continents and five oceans, as well as the four countries and capital cities of the UK and its surrounding seas. They use simple geographical vocabulary to describe physical features (such as beaches, rivers and mountains) and human features (such as towns, roads, railways and shops). Pupils are introduced to basic map skills, including using world maps, atlases and globes, and they learn simple compass directions. They also undertake fieldwork, observing and describing their local environment and using basic geographical skills such as creating simple maps and using symbols in a key.

### Key Stage 2

In Key Stage 2 (KS2), pupils build on the knowledge and skills they have developed in KS1 to include specific studies of Europe, and North and South America. They develop an understanding of key physical and human geographical features, including climate zones, biomes, rivers, mountains, volcanoes, earthquakes and settlements. Pupils learn to use maps, atlases, globes and digital mapping to locate countries and describe geographical features. They develop skills in using grid references, compass points and Ordnance Survey map symbols. Comparative studies deepen their understanding of geographical similarities and differences between regions in the UK, Europe and the wider world. Fieldwork plays a key role, enabling pupils to collect, analyse, and present geographical data to deepen their understanding of physical and human processes shaping different environments.

### Building strong foundations through experiences

To complement the curriculum, there are visits from experts, themed class events and educational visits, and local area visits, all of which enhance pupils' understanding and provide varied learning experiences.

## The curriculum

At Polehampton, we follow the National Curriculum for all our subjects. To ensure the National Curriculum is covered effectively, there is an edited version of the National Curriculum which has notes to highlight where in our Unit Maps a statement or section is covered within our strategic documents and planning.

## Beyond the National Curriculum: climate change and sustainability

Though not directly highlighted in the National curriculum, the significance of climate change cannot be overlooked: it is crucial for understanding geographical interconnections. As stated by the Department for Education's 2023 guidance, educating children on our planet's evolving conditions is vital. Engaging pupils in this endeavour can spark enthusiasm for positive change, broaden their understanding of sustainability, alleviate climate-related anxieties, instil pride in their educational settings and share their insights within their local communities. The Kapow primary scheme aims to approach global warming and its impacts from different points of view and has a fact-based approach that allows children to form their own opinions.

## Schemes of work

In Geography, we also use a scheme called Kapow to support the subject in Years 1 to 6. However, we have chosen units carefully to match our ambitions for the subject. We have also reviewed the Kapow progression of knowledge

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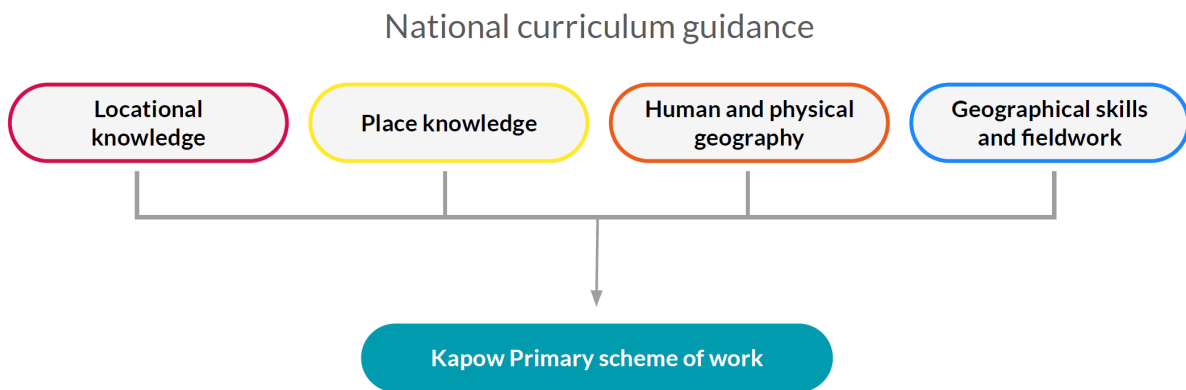
and skills documents to ensure that this strategic planning is appropriate for our school community and links with our curriculum vision (and the National Curriculum).

### Curriculum structure

Units are taught using blocking, with one covered every term (usually, one unit takes approximately 1 half term, but this is flexible). This allows time to go into depth in a unit, but having one unit per term ensures the time between units does not adversely affect the ability to build on prior skills and knowledge. We use retrieval practice, knowledge organisers and other methods to ensure that pupils are prepared for their subject and focus on the right objectives during lessons. Subject-specific vocabulary is taught and we aim to deepen understanding through questioning.

### How is the Geography scheme of work organised?

The national curriculum organises the attainment targets for Geography under **Locational knowledge**, **Place knowledge**, **Human and physical geography** and **Geographical skills and fieldwork** and so we have planned our Geography curriculum with these strands running through each and every unit.



*Taken from Kapow’s LTP document*

### Concepts

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. Our key concepts are as follows:

Locational Knowledge	Human Geography	Physical Geography	Map and Fieldwork Skills
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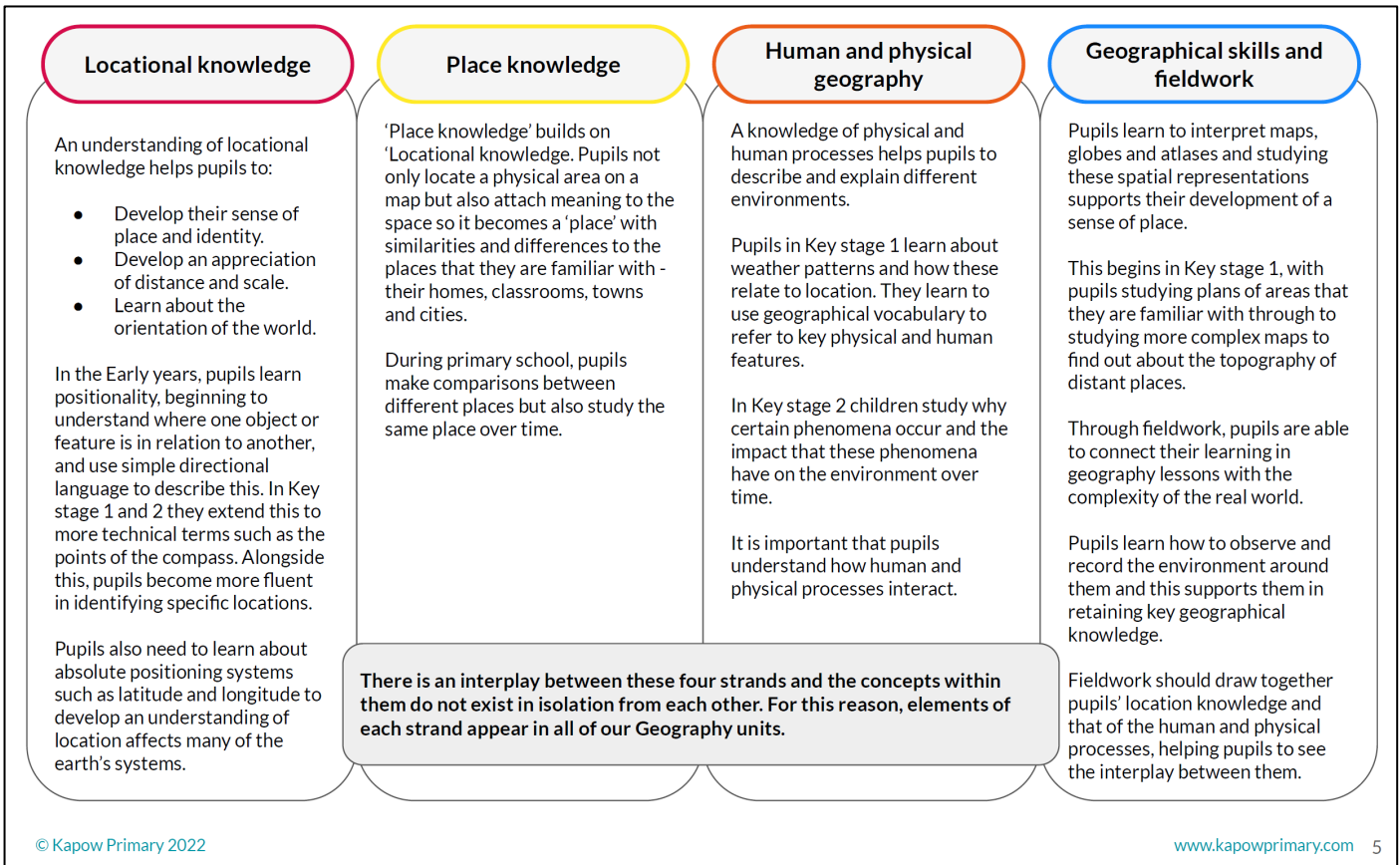
Kapow also has ‘strands’, which are also considered and referenced. These strands are referenced as follows:

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Taken from Kapow's LTP document


## Building on and revisiting learning

Our units rely on a 'spiral curriculum' model, which ensure we can revisit concepts and cumulatively build knowledge and skills.

### A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Taken from Kapow's LTP document

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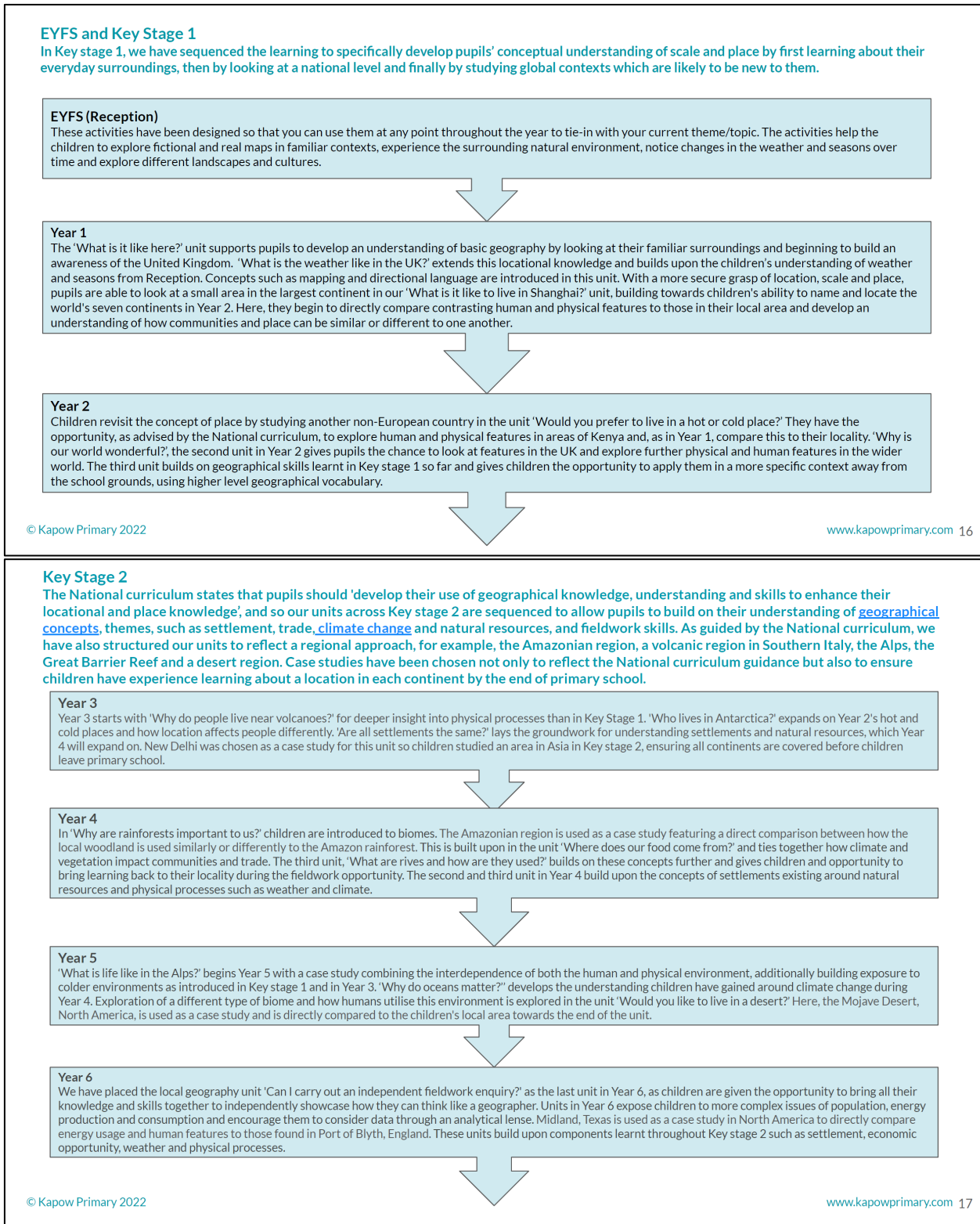
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Units build sequentially, and Kapow provides a clear rationale as to why units are taught certain times, which we have reviewed:



*Taken from Kapow's LTP document*

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### How we plan our units

The Kapow scheme offers engaging, curriculum-aligned resources that foster a development of curiosity, skill development and critical thinking in pupils.

Prior to beginning a unit, class teachers will review all the documentation mentioned in this vision document as well as the lesson plans and online resources, in order to understand the direction of the units and lessons. It also ensures that teachers have time to address any subject knowledge gaps they have themselves, or seek support. As part of this professional development support, teachers use the teacher knowledge videos that are provided within the Kapow units to enrich and refine subject knowledge ahead of lessons.

Because of the comprehensive nature of the planning on Kapow, teachers are not expected to produce individual written plans for each lesson. However, teachers are expected to ensure that the teaching resources produced for the lesson are comprehensive and well-planned, as well as being adapted where necessary to suit the needs of the cohort.

This could take the form of the following:

- Using the pre-prepared presentations on Kapow (extra slides can be added to the deck if needed).
- If teachers prefer, they can create their own PowerPoint, ensuring the key information from the Kapow lesson is covered and add any additional slides they feel are necessary.

The most important aspect for us, as a school, is ensuring that teachers feel prepared to (and, therefore, deliver) high-quality lessons to pupils which support our vision of developing knowledge and skills over time. It also enables teachers to consider how these lessons will fit in to the wider picture of a child's learning journey.

### Vocabulary development and knowledge organisers

Kapow's progression of knowledge and skills document outlines, within the 'vocabulary' strand (which is also one of our concepts), the vocabulary needed for each year group. Kapow's unit plans outline the key vocabulary for that lesson or unit.

A knowledge organiser, in line with our school's format, is shared with pupils from the beginning of the unit and referred to throughout lessons to help embed key concepts and vocabulary.

### Cross curricular links

It is important to understand how subjects can work with each other, so there are specific links to other subjects where relevant. However, it is important to note that this does not detract from the focus we have on teaching each unit as part of a discrete subject.

### Links with our values, spirituality and organisations

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, spirituality and OECD and UN objectives.

### The enquiry cycle in Geography

To ensure that pupils have an understanding of the disciplinary integrity of Geography, we take note of Kapow's enquiry cycle.

The enquiry cycle detail from Kapow is as follows:

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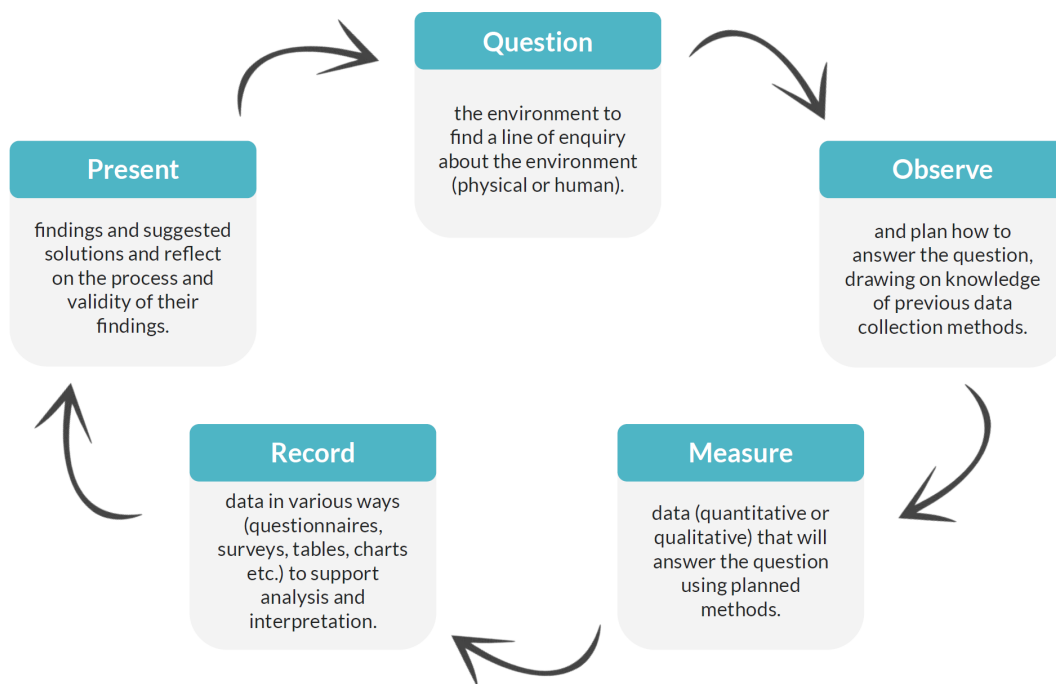
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### The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



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*Taken from Kapow's LTP document*

### Milestones and assessment opportunities

When assessing progress, we use a range of methods, including the use of Kapow's summative assessment opportunities. Teachers use AFL strategies on an ongoing basis so that misconceptions can be identified and addressed at the earliest point. It is used to assess pupils' knowledge of history. Pupils are regularly given the opportunity for self or peer assessment, which will then be used to inform planning, preparation, adaptations and address misconceptions within that lesson, or for the next lesson.

Children are given opportunities to retrieve information and to demonstrate their learning throughout each unit of learning. Each unit includes quiz questions which can be used to reinforce and revisit both learning and vocabulary. These questions are also used as part of retrieval practice, and prior learning will be revisited at the start of every lesson, checking recall of previous lessons. This could be through oracy or written tasks.

### Formative assessment in Kapow

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

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Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson.

### **Summative assessment in Kapow**

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with nine multiple choice questions and one open-ended question.

In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

It is suggested that teachers keep all forms of assessment as children move through primary school so that the subject lead and teachers will have a record of children's learning.

### **Milestones and assessment opportunities**

Our milestone objectives and assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit. These milestones are derived from the National Curriculum (and cross-referenced with Kapow's progression of knowledge and skills) to ensure that staff know the key component knowledge and skills required for pupils to experience progress and success.

## **Measuring impact**

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (Sonar and other internal tracking methods)
- Work scrutiny
- Monitoring of lessons and planning (including from SLT, governors and external validation, e.g. TKAT)
- Pupil conferencing.

When evaluating our curriculum, we also ask ourselves the following questions:

### **Do we provide a high-quality curriculum and inspires pupils?**

- To what extent do our children show independence, resilience and high aspirations in the subject?
- To what extent does our curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality resources?

### **Do we ensure pupils know more, do more and remember more?**

- To what extent do children retain the knowledge learnt?
- To what extent does the curriculum build over time?
- To what extent do children make progress against milestones over time?

### **Does our curriculum allow oracy development and the opportunity for pupils to collaborate?**

- To what extent does our curriculum use/teach high quality language?
- To what extent does the curriculum provide opportunities to work collaboratively?
- To what extent does the curriculum support children with oracy skills?

### **Is our curriculum inclusive?**

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- How well is learning broken down, explained and scaffolded/adapted appropriately in the subject?
- How well are assessment forms used to inform planning in the subject?
- To what extent does the curriculum meet the needs of all learners including SEND/ EAL etc?

### **Do we help our pupils become better people in the wider world and prepare them for life in Modern Britain?**

- To what extent does the curriculum allow children to take responsibility for their learning?
- To what extent does our curriculum allow for diversity?
- To what extent does the curriculum offer opportunities to present work in creative ways?
- To what extent does the curriculum offer opportunities to discuss content and/or questions and consider them in an open forum?
- To what extent does offer opportunities to utilise the skills of the wider community?

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